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Synopsis and Questions

SUBJECT MATTER

FOR

TEACHERS EXAMINATIONS

TO BE HELD IN HONOLULU ON AUGUST 17th, 18th and 19th, 1910

DEPARTMENT OF PUBLIC INSTRUCTION

HONOLULU:
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t.c. M W McN. Feb. 25, 1911.

PREFATORY NOTE.

The following Outlines of subject matter, as prescribed by the Course of Study and required by the Rules and Regulations of the Department of Public Instruction, have been prepared for the purpose of aiding those persons in preparing for the required examinations who desire to teach in the Territory of Hawaii.

Accompanying each subject outline there is a list of typical questions which no doubt will prove of assistance to those making preparation.

The outline of the Music is in the form of questions, this arrangement being considered preferable by the Supervisor of Music.

The Examinations will be governed according to the Rules and Regulations of the Department of Public Instruction.

CONTENTS.

I.—Outline of Methods in Teaching
and
Supervision of Primary Schools

II.—English and Expression Work

III.—Nature Study and Physiology

IV.—Geography

V.—History
- Oriental Nations
- Greece
- Rome
- Middle Ages
- Age of Reformation
- Era of Political Revolution
- American History
- Hawaiian History

VI.—Mathematics
- Arithmetic
- Algebra
- Geometry

VII.—Music

OUTLINE OF METHODS IN TEACHING AND SUPERVISION OF PRIMARY SCHOOLS.

a. Course of Study in the Eight Grades by McMurry.
b. Administration of Public Education in the United States by Dutton and Snedden.

1. Enrichment of the Course.
2. The Present Problem in the Course of Study.
3. Economy of Simple Aims.
4. Simplification and Organization of the School Course.
5. Oral Work in Literature, Primary Grades.
6. Reading Primary Grades—Grammar Grades.
7. Language " " — " "
8. Memory Selections " " — " "
9. History " " — " "
10. Geography " " — " "
11. Elementary Science " " — " "
12. Arithmetic " " — " "
13. The Moral Aim in the Course of Study.
14. The Problem of Modifying the School Machinery to Meet Modern Needs.
15. Flexibility and Adaptability of the Course of Study.
16. The Teacher Versus the Course of Study.

Term Outline
Lesson Plans
Daily Programs
Preservation of Pupil Work
Marking of Pupil
Efficient Service.

Teacher { a. Attendance
b. Promotion
c. Pupils' Work

Principal

Principal { Organization of Schools
Term Outline
Time Table
Survival of Pupils.

17. Grading and Promotion.

ENRICHMENT OF THE COURSE.

1. Best literature suitable for young folks.
   (1) Treasuries of our own countries and other lands.
      (a) Valuable literature of all varieties.
   (2) History closely allied.
      (o) Early traditions and stories.
      (b) Biographies of leading characters.

II. Natural Science Studies.
   (1) Nature study in and out of doors.
      (a) Select contributions from different sciences.
   (2) Application to men's needs.
   (3) Science study now introduced into schoolrooms.

III. Manual Training.
   (1) Becoming prominent in schools.
      (a) Taking place of other subjects.

IV. Physical Training.
   (1) Largely demanded in schools.
      (a) Equipment necessary.

V. Fine Arts.
   (1) In general scheme of education.
      (a) Badly neglected in schools.

VI. Courses in primary and grammar grades.
   (1) Adoption of kindergarten ideas in primary.
      (a) Games, stories, social activities.
   (2) Introduction of high school studies into grammar grades.
      (a) Algebra, geometry, German, French, Latin.
      (b) Depleted course of study.

VII. Summary.
- (1) Brings range of human life in typical forms.
  - (a) Shows history of mankind in course of centuries.
- (2) Broad course in elementary schools.
- (3) Expanded course.

Outside side forces, not school, responsible.

VIII. Great changes.
- (1) School a miniature world.
  - (a) Modifying society.
- (2) Agencies acting upon each other.
  - (a) Society and its demands responsible.
  - (b) Commercial and economic interests.
  - (c) Intellectual forces outside of school.

IX. Influences of society on the school.
- (1) School in contact with other forces.
  - (a) Society's effort to mould school curriculum.
- (2) Judgment of society's demands.
  - (a) Study of child influences the treatment of child.
- (3) No conflict between child and social world.

X. Selection and adaptation of knowledge.
- (1) Selections for needs of child.
  - (a) Intellectual, moral, physical.
- (2) Selections adapted to powers of child.
- (3) Selections adapted to demands of child.
  - (a) Experiments appreciated by child.
- (4) Physical culture a pleasing addition.

XI. Results.
- (1) Moral complete absorption into actual life.
  - (a) More abundant life.
  - (b) Actual experience given the child.
- (2) Deals primarily with fundamental ideas.
- (3) Strengthens connection between child life and civilization.

THE PRESENT PROBLEM IN THE COURSE OF STUDY.

I. Complexity of Studies.
   (1) New studies continually added.
      (a) Reading, writing, arithmetic.
      (b) Grammar, geography, history, etc.
      (c) Spelling, composition, language lessons.
      (d) Civics, German, Latin, bookkeeping, etc.

II. Enlargement of Studies.
   (1) Quantity of material.
   (2) Extension of years for each study.
   (3) Excursions and libraries.

III. Results of quantity and varieties.
   (1) Too many studies for child and teacher.
   (2) Much careless work done.
   (3) Impossible to meet all requirements.
   (4) Departmental teaching by experts urged to solve this problem.
      (a) Increase needs of child.

IV. Two parties of teachers.
   (1) Those who desire to return to the three R's.
   (2) Those who desire the new branches to be taught.
      (a) Justice to both parties.
      (b) Old curriculum too narrow.
      (c) Improvement necessary for modern methods.
      (d) Three centuries to bring together materials,
         (1) Gradual advancement.

V. Present Task.
   (1) To organize accumulated materials into a consistent course of study.
   (2) To banish the present acute problem.

VI. Reasons for Present Course of Study.
   (1) Schoolmaster no control over world influences.
   (2) Modern life influence over Course of Study.

VII. The Problem.

(1) To simplify and organize the studies from the standpoint of knowledge.
(2) To meet the needs of growing children.
(3) To meet the demands of society.
(4) To have children enter mature life well equipped.

ECONOMY OF SIMPLE AIMS.

I. General Aim of Education.

1. To economize the simple leading aims.
   (a) Clear and controlling means.
   (b) Broad survey of the whole problem.
   (c) Sifting out of many difficulties.
2. Marked economy of effort.
   (a) Avoid indefiniteness.
   (b) Many facts can be omitted.
3. Present need of economy.
   (a) To reduce waste.
   (b) To bring many ideas into subordination.

II. Definite Aim of Education.

1. Development of child.
   (a) Response to essential demands of his social environment and of his own individuality.
2. Character.

III. Dominant Aim in Course of Study.

1. Formative influences in shaping character.
2. Discussed in "The Moral Aim in the Course of Study."

SIMPLIFICATION AND ORGANIZATION OF THE SCHOOL COURSE.

I. Solution of an overdone problem.

1. Set aside useless materials from our studies.
   (a) Difficult arithmetic problems.
   (b) Grammar may enter only the high school.
   (c) Present language lessons.
   (d) Many mechanical occupations dropped.

2. Reduce studies.
   (a) Many independent studies partly combined.
      (1) Physical geography under geography proper.
   (b) Central studies absorbed into several groups of partly independent subjects.
3. To sift out main things and to organize centers of study.
   (a) Examination of history, geography, literature, etc.
      1. Common sources.
      2. Examples—The Revolutionary War, Feudal Period in Europe, and Life of Washington and many others.
   (b) Home becoming a great centre for studies.
   (c) Central institutions of society.
      1. Common sources of study.
      2. Local points in educational course.
4. Numerous facts in each study.
   (a) Good selection depends upon
      1. Relative importance of facts.
      2. Masterpieces of literature.
      3. Few central important topics for each year.
         1. Twenty geography and history topics.
         2. Few strong poems and masterpieces.
      4. Five large centers.
         1. The home.
         2. The school.
         3. Life groups in nature.
         4. Primary occupations.
         5. Local city or town.
5. The three stages of organization of subject matter.
   (a) Large institutions and ideas.
   (b) Large topics which constitute centers for each study.
   (c) Smaller type studies.

II. Execution in detail of simplifying and organizing.
   1. Close organization of studies.

(a) Many might be joined.
(b) Each study awakens new interests.
1. Strengthens the work of others.
(c) Numerous relations of studies.
1. Causes many facts to be often repeated.
2. Reasons of one study often sought in another.
3. Incidental teaching.

2. Present course of study.
(a) Too many independent facts.
1. Necessity for causes and results.
(b) Necessary to rearrange facts.
1. No democratic equality among facts and ideas.

3. Incidental teaching.
(a) Applies to a group of lessons.
1. Economy to combine.

III. Marked economy of effort and time.
1. Treatment of types.
(a) Rapid extension.
(b) Excellent review.
(c) Comparison with earlier types.
2. Reviews.
(a) Omit many repetition drills.
(b) Intelligent and thought-producing repetition.
3. Use and application of knowledge produces
(a) Self-activity and self-reliance.
(b) Alert thought and ingenuity.
(c) Application a severe test.
(d) Application at present depends upon teacher.

IV. Standard of Excellence.
1. Uplifts several studies.
2. Involves strengthening of literature.
3. Higher form of mental training.
(a) Contradiction in study of English.
4. Very important to have a good standard.
5. Basis application of knowledge.
6. Adapted to immature powers of children.

V. Right formation of habits.
   1. Relieves burdens.
   2. Develop to the point of use.
   3. Effects children.
   4. Gradual formation.

VI. Summary of the main points.
   1. Centering lessons in several studies.
   2. Proper correlation of different studies.
   3. Close connection of types.
   4. Use of comparisons in the type study.
   5. Expansion of thought in the type studies.
   6. Doctrine of apperception.
   7. Application of knowledge.
      (a) Self-activity and versatile power.
   8. General standard for testing thoroughness in knowledge.
   9. Organization of knowledge.
      (a) Few essential centres.
      (b) Reduction of waste.
      (c) Simplicity, economy and efficiency thus obtained.
      (d) Thorough course of study would finally be obtained.

THE MORAL AIM IN THE COURSE OF STUDY.

I. Moral aim preeminent in course of study.
   1. Receives first consideration.
   2. Foundation and framework of course of study.
   3. Changes made in course of study centered around moral aim.

II. General drift toward moral centres in education.
   1. Crowding of new studies compelled investigation of their values.
   2. Until within recent years no emphasis given to moral education.
   3. Now studies of moral content have become prominent.
      (a) History, literature, geography, and natural science receive much time and consideration.
   4. Studies dealing with forms and symbols subordinate.

III. Social life has for its basis moral life of people.
  1. Social aim in reorganizing course of study.
    (a) Basis—social needs.
      1. Stress falls on human and moral relations.
      2. Whole life of man one moral problem.

IV. Moral training not isolated.
  1. Moral element in entire physical and mental life.
  2. Morality not a separate study.
    (a) Dominating element in all studies.

V. Selection of subjects for course of study.
  1. Subjects collected from present and past life of America and Europe.
  2. Only the best deserve studious attention of children.

VI. Widespread tendency to choose subjects of value.
  1. Caused collection of best wisdom and virtues of the world in our schools.

VII. Illustrations.
  1. Lives of Washington, Lincoln, Franklin, Horace Mann.
  2. Whittier's "Snowbound," Longfellow's "Evangeline."
  3. Hawthorne's "Great Stone Face."

VIII. Morals not taught by direct moralizing.
  1. By showing best expression of moral conduct.
  2. Stories with morals better than sermons.

IX. Chief reasons for concentration on ethical values.
  1. Moral ideas chief foundation of individual character.
  2. Course of study treasure house where ideas are gathered and organized for educational purposes.
  3. Moral ideas and situations applicable in industrial life best understood by practising industrial life, hence, the study of industries and manual arts.
  4. Reading, spelling, writing, language, formal arithmetic help in carrying out purposes of life, hence moral ends.
  5. Moral conduct develops in school—relation of teacher and pupil should be shaped upon moral ideals.

6. Collection of race ethics—valuable to teacher and pupil—enlarge and strengthen character.
7. With this back ground of educative materials and personal influence—the teacher is an organizer of moral forces, but must not attempt to rely on his own resources of morals.

The Problem of Modifying the School Machinery to Meet Modern Means.

I. Changes in the School Course.
   1. These changes cover every phase of school work.
   2. Old studies now taught with different aim and in a new way.
      (a) Aim of reading—acquaintance with literature.
      (b) Aim of history—effort to revive and relive past.
         1. Not a tabulation of events.
      (c) Aim of language—good English.
         1. Not rules and exceptions in grammar.
   3. New studies—drawing, manual training and physical culture.
   4. Requirements of modern schools—libraries, workshops, outdoor excursions, laboratories, gymnasia, kitchens, sewing-rooms, play-rooms, lavatories, cloak-rooms, bathrooms.
   5. Instruction in primary grades.
      (a) Almost wholly oral.
      (b) Books largely dispensed with.
      (c) Reading, writing and spelling brought in relation with geography, history, literature and science.
         1. Used to stand in total independence of each other.
   6. Relation of school to trades and occupations.
      (a) Typical industries are studied and practiced in school.
         1. This shows complete change of base.
         2. Education made practical.

7. Attitude of teacher toward children.
   (a) Change in discipline and instruction.
   (b) Milder and more sympathetic.
   (c) Have taken social and parental attitude.
   (d) Appreciate physical and mental defects and peculiarities.
   (e) Rule kindly and instruct what is suitable, interesting and educative.

II. Necessity for a new organization of educational system.
   1. Great changes in instruction and spirit of school.
      (a) Require similar change in its machinery.
         1. Physical conditions, rooms and apparatus.
         2. Daily programme, text-books, libraries.
         3. Shops, equipments, tools, etc.

III. Educational problem of working out transition from old to new.
   1. Theoretic organization of educational ideas and agencies and adjustment and correlation of studies.
   2. Creation of physical surroundings favorable to execution of this plan and arrangement of daily programme.
   3. The education and training of teachers to carry out this plan.

IV. Education and training of teachers.
   1. Responsibility of Normal and training schools and Department of education.
   2. Requirements of these institutions.
      (a) Full acquaintance with educational ideas and theories.
      (b) Intelligent sympathy of child and knowledge of child study.
      (c) Skill in technique of school studies.
      (d) Broad grasp of relations between subjects and their development.
      (e) Strong progressive spirit and power of adaptation to changes.

The Teacher Versus the Course of Study.

I. Course of Study.
   1. Either a shackle binding teacher to fixed routine.
   2. Or guide giving directions to free efforts.

II. Problem of making course of study.
   1. Too difficult a task for young and inexperienced teachers to undertake.
   2. Must be laid out on basis of matured theory and experience.
      (a) Subject-matter of each study must be worked out in rational and coherent plan.
      (b) All subjects must be in harmony and mutually support one another.
      (c) Essential subjects must be chosen from standpoint of child.
         1. Should be related to past and future of child's life.
         2. Relation between child and social world kept in mind.
      (d) Can only be made out by one in practical touch with best methods.
      (e) Course of study must be flexible.
         1. To suit many kinds of teachers, schools and children.

III. Attitude of teacher toward course of study.
   1. Freedom and spontaneity of teacher guarded and encouraged.
   2. Course of study should be outline of leading topics not description of details.
   3. Most courses meager outlines.
      (a) Backed by definite text books and recurrent examinations.
         1. Result leaves teacher little chance for self activity.
   4. Teacher's freedom must lie in power to modify course in—
      (a) Selection and emphasis of topics.
      (b) Details of executing plan.

5. Course should suggest a wide range of studies and interests to teacher.
6. Teacher should realize the broadness of course of study.
   (a) Each subject a broad realm of knowledge.
7. Watchword of teacher—enlargement, and expansion.
8. Course of study with much detail undesirable.
   (a) Burdens teacher.
   (c) Leaves no avenue for self-activity.
9. Course of study with only main topics.
   (a) Encouragement and stimulus to energetic teacher.

FLEXIBILITY AND ADAPTABILITY OF THE COURSE OF STUDY.

I. Course of study should be flexible and adaptable.
   1. Children of different capacities and widely different talents meet in same schoolroom.
   2. Course of study must suit needs of all.
      (a) Therefore must not contain detail of work.
   3. Crowded course of study undesirable.
      (a) Taxes strong mind to limit.
      (b) Oppressive burden to average mind.
      (c) Complete discouragement to slow mind.
      (d) Not adaptable to various minds.

II. Selection of important centers of thought.
   1. Select ideas and topics having room for expansion as types.
      (a) Constitutional convention of 1787.
         1. Can be made interesting and instructive.
      (b) Abler students employed in looking up references.
   2. From this point of view any subject can be adapted to each student.

III. Defendants of this plan:—
   1. Makes clear important and essential things.
   2. Provides for full mastery of subject without overburdening.

3. Adapts instruction to all sorts of children.
4. Provides an outlet for expansion of different pupils according to their different abilities or bents.
5. Gives bright pupil chance to advance.
6. Gives special value and meaning to reference work.
7. Calls for voluntary work of pupil.

Grading and Promotion.

I. Number of pupils per teacher.

1. Vary with resources of the community.
   (a) In poor communities—classes are large or teacher receives small salary.
   (b) In early days 75 to 80 pupils assigned to one instructor.
   (c) In European countries, money for education small so above condition still prevails.
   (d) In elementary schools of United States 35 to 50 constitutes a group.

II. Reduced Classes—

Cases.

1. Children who are mentally deficient require more individual attention. Not more than 15 to 25 in such a class.
2. In case disciplinary difficulties have presented themselves numbers are reduced.
3. Special study classes—small.
4. Groups in secondary studies small.
5. Laboratory, shop, domestic education less than 40 for effective teaching.

III. Grades.

1. Definition of grade—a large group of pupils under one teacher wherein is a homogeneity either in the entire class or within two or more divisions of it.

IV. Homogeneousness of the Group.

Kinds 1. European (a) aims to group boys together and girls together.

(b) Pupils grouped with reference to equal ages. But pupils vary in regard to their ability to make given rate of progress through course of study.

2. In upper grades grading might be based on stage of physical growth reached.
3. Classification based on the ability of the pupil to do next work presented by the course, is best.
   (a) Such a class contains boys and girls of various ages.
   (b) All homogeneous with reference to course of study.
   (c) All have same skill back of them and same knowledge and have need of learning the thing before them.

V. Merits and Demerits of graded system.

1. Merits:—
   (a) Found in its great economy of time and energy.
2. Demerits:—
   (a) Not a perfect means of adjustment for each individual.
   (b) Conditions that disturb homogeneity—
      1. Physical infirmity.
      2. Irregular attendance.
      3. Inability to make average rate of progress.
   (c) Graded system becomes mechanical in proportion as it fails to properly place those who do not continue to fit the group.

VI. Reclassification.

1. Promotion takes place at the end of stated period—half year or year.
   (a) Those who have finished terms work well are moved into the next stage.
   (b) Those who have failed repeat the work of the grade.
   (c) Exceptionally capable pupil allowed to skip a grade.

(d) How to overcome the waste involved when child fails to be promoted is the question.

1. Solved by large schools by having quarterly promotion—even so, adjustment is only partial.

VII. Differences in ability to make progress.

1. Homogeneousness established is only homogeneousness of intellectual ability and does not take into account varying abilities in matter of rate of progress.
2. Solution to problem would be a division into three or more groups, for each of which a rate could be devised which would produce effective results.

VIII. Cambridge Plan.

1. Separation of children entering an intermediate grade into three divisions each of which proceeds at different rate.
2. When different divisions are near each other child may be easily transferred to one proceeding at a slower or more rapid rate.
3. Flexible in two ways—for pupil may proceed rapidly or slowly through the course or may be transferred from one to other rate.
4. Important in case of illness, or rapid physical growth or of low physical condition.
5. Requires large schools unless teachers handle several classes or sections.

IX. Flexible grading system.

1. Do not systematically arrange for each division but aim to provide for contingencies as they arise.
2. Groups formed but membership may be changed if better classification is desirable.
3. Some studies require more minute classification.
   (a) Essential studies—division must be small.
   (b) Less essential—several divisions may be grouped.
   (c) Large sections are divided when small groups taking different subject matter or moving at different rates, are desired.

4. Efficacy of system depends on constant care of the superintendent and the principal with the cooperating teachers.
5. Limitations—
   (a) Not in making adaptations for pupils on intellectual side. In this respect outweighs the limitations.
   (b) But (1) Disturbances of social groups in the school.
   (2) Demoralizing effect on continuity of teacher's work.

X. By varying the quantity of work in given grade.
1. Divide grade into two sections.
   (a) More capable.
   (b) Less capable.
2. Both sections will take the same time but the more able ones will be given more supplementary study.

XI. Batavia system.
1. Time of the teacher systematically divided.
   (a) A part devoted to class-work of whole group.
   (b) A part devoted to individual work.
2. Provides different amounts of teaching according to the capacity or incapacity of the pupil.
3. Assume that weak pupil can be made to keep pace with others who progress chiefly on basis of class work.
4. Suggested that two teachers work in same room.
   (a) One responsible for class instruction.
   (b) One responsible for individuals.

XII. Hawaiian course of study, receiving room.
(a) For aliens.
(b) Here they are sorted according to their development and mental ability.
(c) Then assigned to their grade.

XIII. Individual teaching system.
1. Each pupil proceeds at rate most natural to him, calling on teacher when difficulties present themselves.

(a) In rural schools this is so.
(b) In ungraded classes much of instruction is individual.

2. Success depends on subject and aids which pupil must use.
   (a) With specially prepared syllabi outlining work carefully, older pupil could proceed on individual basis.
   (b) Impracticable with large number of pupils.

XIV. Ungraded classes.

1. Advice for mitigating the evils of the graded system.
2. Requisites of classes.
   (a) Must be small.
   (b) In charge of exceptionally capable teachers
   (c) Teaching to some extent individual.
3. Contain (1) pupils who cannot keep pace with ordinary grade work.
   (2) Pupils ahead of their grade.
   (3) Bright pupils who have lost work.
   (4) Unruly pupils.
4. Difficulties. 1. Its expense.
   2. Necessity of congregating pupils of widely varying capacities and dispositions.

XV. Tests for promotion.

1. Are incentives for better work, for effort.
2. Teacher uses record of day's work as stimulus.
3. Examination given by superintendent in some cases, this, is incentive for doing work which will make best showing in examination.

XVI. The examination system.

1. Falling into disuse.
2. Stimulated those who least needed it.
3. Degenerated into an instrument of torture.
4. Not satisfactory tests. Are tests of ready wits and retentive memories.

XVII. Promotion by teacher.

1. Can give the tests she deems wise.
2. Can promote some without test and require tests of others.
3. Can promote those she is certain of and leave the rest to be examined by the principal.
4. Some accredited teachers; those whose work is known, can promote freely—others, whose work is not known must submit their pupils to examination.

XVIII. Classification in subject-matter.

1. All subjects of the school program should not stand on the same footing.
   (a) Arithmetic, grammar and music intended for smaller groups of pupils.
   (b) Geography, literature, science and moral instruction for larger groups of pupils.

XIX. Number of sections in a room.

Number of sections profitable for one teacher to handle.

1. City systems—One teacher has one section.
   (a) Recitation periods long and teacher supervises studying too.
2. Rural schools.

Teacher has one or more grades.

   (a) Many recitations with short periods.
   (b) During recitations major part of pupils engaged in study.

3. Variety of cases. City.
   1. One grade divided into two sections.
   2. Two grades pursuing work at different stages.
   3. Three sections in one room.
4. Probably each teacher should have at least two sections always in the room—one reciting and the other studying.

XX. Basis of Flexible Grading.

Take an ideal school room—

1. Forty children—not unlike in age and attainments.

2. They would constitute one class in singing, informal music, literature, natural science, penmanship and drawing.

3. Divided into two groups in history and geography.

4. Divided into four groups in language and grammar study.

5. Divided five groups in arithmetic, and mechanics of reading.

6. Possible results—

(a) Rate of progress in essential subjects differs in different sections.

(b) Studies which depend less on logical sequences, sections of one may be managed.

ESSENTIAL AND ADDITIONAL STUDIES.

Aim in grading system.

1. Enough divisions for accurate adjustment in essential studies.

2. Divisions large in less essential studies.

Promotion based.

1. On essential studies.

2. May omit less essential.

3. Result—(a) opportunities for adjustment for those studies which are necessary to progress through the grades.

(b) Allow pursuit of less prominent studies.

4. Difficulties.

(a) Not agreed as to what are essential studies.

The separation of brighter from slower pupils.

1. Separation is a feature of some systems of flexible promotion.

1. Will this tend to draw lines around the less ready pupil and so effect the social life?

2. Capable pupils placed with slow tends to correct social disadvantages.

ENGLISH AND EXPRESSION WORK.

LIST OF STORIES.

Basis for Grammar, Composition and Drawing.

Grade I.

Ugly Duckling.
Donkey and the Salt.
Kila.

Grade II.

Raggylug.
Discontented Stone-cutter.
The Spark of Fire.

Grade III.

The Elephant's child.
Robin Hood.
The Pomegranate Seeds.

Grade IV.

Rip Van Winkle.
Lu Sing.
King of Golden River.

Grade V.

Jason and the Golden Fleece.
King Arthur.
Fulton and the Steamboat.

I. The Noun.

Classes—number—gender—case.

1. Rules for forming the plural of nouns, with examples.
2. Plural of donkey, chief, or, knife, Englishman.
3. Masculine of goose, queen, hen, waitress, daughter, bride.
4. Define the three cases—give examples of each.
5. Rules for forming singular possessive and plural possessive:—examples.
6. The paragraph. (Composition).

II. The Pronoun.

Personal, relative, interrogative.

1. Define each class and give examples.
2. Decline:—I,—them,—who.
3. Define antecedent:—write two sentences and underline the antecedents.
4. Why does "what" not take an antecedent? Give example.
5. Write *who* and *whom* as interrogative pronouns.
6. Outlines (Composition).

III. The Adjective and the Adverb. Pronominal, numeral, qualifying adjectives.

1. Define each class and give examples.
2. Name the three degrees of comparison and give examples.
3. Write sentences containing adverbs.
4. Adverbs modifying verbs, adverbs, and adjectives.
5. Compare—fast, well, beautifully.
6. Introduction (Composition).

IV. The Verb—Transitive, intransitive, regular, irregular, voice, tense, mood.

1. Auxiliary verbs. Examples.
2. What is an intransitive verb? Examples.
3. What are irregular verbs? regular?
4. List of each—the four parts of each.
5. Define passive voice.
6. How is the passive voice formed?
7. Body (Composition).

V. The Verb (continued).

1. Name all the tenses.
2. Write a sentence in all the tenses.
3. When do we use *"shall"* and when *"will"?*
4. Complement—define.
5. Sentences containing objects of verbs.
6. What kind of verbs take objects?
7. Conclusion (Composition).

VI. The Verb (continued).

1. Sentences containing predicate nouns after intransitive verbs.

2. Sentences containing predicate nouns after verbs in the passive voice.
3. Case of each noun in above sentences.
4. Predicate adjective—define and give examples.
5. Climax (Composition).

VII. The Conjunction, the Preposition, the Interjection.

1. Define preposition.
2. Define conjunction, coordinate and subordinate conjunctions.
3. Give six examples of coordinate conjunctions and six of subordinate conjunctions.
4. What are correlatives? Give four examples.
5. Define interjection.
6. One sentence containing a conjunction, preposition and an interjection.
7. Theme (Composition).

VIII. Sentences according to their structure.

1. Define simple, complex and compound sentences.
2. Give an example of each.
3. Clauses—kinds.
4. Dependent clauses are introduced by what?
5. Write a compound sentence. Change to complex.
6. Write a complex sentence. Change to simple.
7. Plot (Composition).

IX. Sentences according to their uses.

1. Define declarative, interrogative, imperative and exclamatory sentences.
2. Give an example of each.
3. What changes take place in changing a declarative sentence to an interrogative sentence?
4. Write an interrogative sentence and change it to an imperative sentence.
5. Write an interrogative sentence and change it to a declarative sentence.
6. Forms of Composition.

X. Subject and Predicate. Phrases.

1. Define subject. predicate. verb phrase.
2. What may be the subject? Examples.
3. Sentences containing phrases as subjects.
4. Sentences containing clauses as subjects.

5. Phrases—kinds and uses.
6. Sentences containing adjective phrases.
7. Sentences containing adverbial phrases.
8. Define—Narration, Description, Exposition and Argumentation.

XI. Miscellaneous.

1. Nouns in apposition—define: examples.
2. What number of verb follows "you"?
3. When is the sign "to" of the infinitive omitted?
4. What is an inverted sentence?
5. How can we tell what part of speech a word is?
6. Choice of words (Composition).

XII.

1. What is the progressive form of the verb?
2. Rule for agreement of subject and predicate.
3. In what ways may a noun or pronoun be in the nominative case?
4. Examples of each in the foregoing sentence.
5. Principal parts of the following verbs; lie (to recline) lay (to place) drink, catch, sew, sow.
6. Sentences containing all the parts of the verbs, lie and lay.
7. Purity of words, unity, clearness and strength. (Composition).

XIII. Social and business letters.

Attention paid each day to punctuation and captalization.

Daily review of previous work.

EXPRESSION WORK.

What is perspective?
What is aerial perspective?
What are horizontal lines? receding lines? perpendicular lines?
How should horizontal receding lines above the eye be drawn?
How should horizontal receding lines below the eye be drawn?

ANIMALS.

Draw pictures of rabbits, sitting and running; dog, walking and running; horses, walking and running; a cow, calf, a rat, a lion, a giraffe, an elephant and a bear.

FOWLS.

Draw pictures of a hen, a rooster, a duck, a turkey and a little chicken.

FIGURES.

Draw pictures of an old woman, a child, an Indian, a Chinese, a Japanese, a king in flowing robes and a boy running.

VESSELS.

Draw pictures of a galley, an Indian canoe, a Hawaiian canoe, a sailing vessel and a steamer.

HOUSES.

Draw a picture of a house, grass hut, castle, Greek temple, a Chinese house and a wigwam.

LANDSCAPES.

Draw a bit of Hawaiian scenery, a winding river with trees on either side, a taro-patch, a forest, a volcano, a cave and a gulch.

VEHICLES.

Draw pictures of a wagon, a chariot, a litter and cart.

TREES.

Draw pictures of a banana tree, cocoanut tree, monkey-pod tree and willow tree.

FURNITURE.

Draw pictures of bed, chair, table, a stool and a mat.

NATURE STUDY.

Plants—

I. Field crops.

Food for man.

1. Sugar cane.
2. Rice.
3. Taro.
4. Sweet potato.
5. Coffee.

Fiber.

1. Cotton.
2. Flax.
3. Sisal.
4. Manila hemp.

II. Trees.

1. Mango.
2. Avacado pear.
3. Guava.
4. Tamarind.
5. Papaia.
6. Palms.
7. Cocoanut palms.
8. Banana.

Animals.

I. Mammals (Vertebrates).

1. Cow.
2. Goat.
3. Cat.
4. Dog.
5. Rabbit.

II. Vertebrates.

1. Birds. (a) Pigeon, (b) Hen, (c) Canary.
2. Amphibian. (a) Frog.

III. Invertebrates.

1. Crab.
2. Earthworm.
3. Jelly fish.
4. Sponges.

IV. Insects.

1. Silkworm.
2. Monarch butterfly.
3. Cabbage butterfly.
4. Hawk moth.
5. Dragon fly.
6. Mosquito.
7. House fly.
8. Lady beetle.
9. Mealy bugs and scales.
10. House spider.

PLANTS.

GROUP 1 FIELD CROPS.

1. What does the expression "field crop" mean?
2. Name five field crops that produce food for man in the Hawaiian Islands.
3. Name four field crops that produce fiber.
4. Compare the parts of economic importance of the Sugar Cane, Rice and Taro.

I. Sugar Cane.

1. Name and describe the main parts of which the plant consists.
2. Discuss the distribution of the industry considering—
   (a) History of distribution.
   (b) Present distribution.
   (c) Physical features limiting distribution.
3. Describe (a) Preparation of the land.
   (b) Planting.
   (c) Care of growing plant.
   (d) Harvesting.
   (e) Milling.

II. Rice.

1. Describe the most important parts of the rice plant.
2. State in what way the different varieties of rice differ.
3. Discuss the distribution of the industry considering—
   (a) History of distribution.
   (b) Present distribution.
   (c) Physical features limiting distribution.
4. Describe the raising of the crop considering—
   (a) Preparation of the land.
   (b) Planting.
   (c) Harvesting.
5. What are the different ways in which rice is used? Is the straw of any economic importance?

III. Taro.

1. Compare the stem of the sugar cane, the corm of the taro and the seed of the rice.
2. Name and describe the main parts of the taro plant.
3. Tell what you can about the history and present distribution of the taro.
4. Describe—(a) Preparation of the land.
   (b) Planting.
   (c) The growing plant.
   (d) Harvesting.
5. Has the taro any plant or animal enemies?
6. How did the old Hawaiians manufacture poi? Compare with modern method.
7. What is the economic importance of taro?

IV. Sweet potato.

1. Compare parts of economic importance of taro and sweet potato.
2. Describe the plant generally.
3. Discuss the raising of the crop.
4. How is the crop harvested and how prepared for market? Explain the treatment during the "sweating period."

V. Coffee.

1. Describe the coffee plant mentioning
   (a) General form.
   (b) Leaves.
   (c) Flowers.
   (d) Bean.
2. Tell something about the varieties of coffee and mention what three are cultivated in the Hawaiian Islands.
3. What can you say about the history of coffee? What physical features are necessary for its growth?
4. Describe (a) Preparation of the land.
   (b) Planting.
   (c) Cultivation.
   (d) Diseases and pests.
   (e) Harvesting.
   (f) Milling.
5. Explain (a) Sizing.
   (b) Sorting.
   (c) Preparing for market.

VI. Cotton.

1. Describe the part of the cotton plant which is of economic importance.
2. Contrast the upland and Sea Island cotton.
3. Discuss the distribution and physical requirements of cotton.
4. Describe the preparation of the land.
5. Give the history of the plant from the time the seed is sown through harvesting season.
6. Explain (a) Ginning.
   (b) Baling.
   (c) Opening.
   (d) Carding.
   (e) "Sliver."
   (f) "Bobbin and fly frames."
   (g) "Ring frame."
   (h) Warp.
   (i) Woof.
7. In what forms does cotton appear on the market.

VII. Flax.

1. What is flax raised for? How many commercial varieties? What are they?
2. Describe the plant.
3. Discuss its distribution.
4. What conditions are necessary for the raising of flax.
5. Describe the harvesting and milling of flax.

VIII. Sisal.

1. Describe the sisal plant, telling what part is of economic value.
2. Mention five ways in which it is prepared to withstand drought.
3. Discuss the distribution of the plant, considering—
   (a) History.
   (b) Present distribution.
   (c) Physical requirements.
4. Describe the raising of the crop.
5. Describe the harvesting and milling.

IX. Manila Hemp (Abaca).

1. Describe the plant and compare with the banana.
2. What climatic conditions are necessary for tis growth?
3. Explain the raising of the trees.
4. Explain the harvesting.
5. How is the fiber cleaned? What is it used for?

GROUP II. TREE.

1. What are the characteristics of a typical tree.

I. Mango.

1. Describe the general appearance of the tree and the fruit.
2. What physical conditions are necessary for the cultivation of the mango tree? In what countries is the mango tree found?
3. Describe planting of the mango seed and care of young tree.
4. Has the mango any enemies? If so what are they?
5. How is the fruit gathered? How packed for shipping.
6. How is the mango used?

II. Avacado or alligator pear.

1. Describe (a) General appearance of tree.
   (b) Fruit.
2. Discuss the distribution and physical requirements.
3. Tell about the (a) Planting.
   (b) Gathering of the fruit.
   (c) Shipping.
   (d) Uses.
4. Compare the fruit with that of the mango.

III. Guava.

1. Describe the tree and the fruit.
2. What can you say concerning the different varieties?
3. How does rich soil effect the growth of tree and the quality of the fruit.
4. Discuss (a) The planting of the guava.
   (b) Care of the growing tree.
   (c) Fruit and its uses.

IV. Tamarind.

1. Describe the general appearance of the tree.
2. Where is it cultivated?
3. Describe the flowers and fruit.
4. How is the fruit prepared for use?
5. How may tamarind trees be raised?
6. Of what use is the tree?

V. Papaia.

1. Compare the papaia and banana trees (a) general form of tree, (b) leaves, (c) flowers.
2. Describe the fruit.
3. What physical features limit its distribution? Of what country is it a native?
4. Describe (a) the planting
   (b) the growing plant
   (c) the harvesting
   (d) marketing
5. What parts of the papaia tree and fruit are useful? For what are they used?

VI. Banana.

1. What is the form of the tree?
2. Of what does the trunk consist?
3. In what form are the flowers borne? Describe them.
4. Name four conditions necessary for cultivation of banana trees.
5. Describe the planting.
6. Describe the harvesting and shipping.

VII. Palms.

1. Name five characteristics of the palm order.
2. Give a general description of a palm tree.
3. Discuss their (a) Distribution.
   (b) Reproduction.
   (c) Enemies.
   (d) Economic value and uses.
4. Describe in few words—
   (a) Traveller's palm.
   (b) Royal palm.
   (c) African oil palm.
   (d) Cocoanut palm.
   (e) Date palm.
   (f) Sago palm.

VIII. Cocoanut palm.

1. Describe the cocoanut and tell wherein the varieties differ.
2. Discuss the distribution mentioning
   (a) History of distribution.
   (b) Present distribution.
   (c) Physical features limiting distribution.
3. Discuss raising the crop.
   (a) Choosing the seed.
   (b) Planting seed in nurseries.
   (c) Transplanting.
   (d) Growing plant.
   (e) Enemies of the plant.
4. Explain—
   (a) Coir.
   (b) Copra.
   (c) Cocoanut oil.
   (d) Other uses.

ANIMALS.

GROUP I. MAMMALS—VERTEBRATES.

1. What is a ruminant?
2. What animals belong to the family of ruminants?

I. Cow.

1. From what wild stock was the cow derived?
2. What five features originally made the cow desirable as a domestic animal?
3. Describe a cow. (a) appearance.
4. What are the habits of a cow?
5. Tell what you can about (a) Dairy cattle. (b) Meat cattle.
6. What does man get from the cow?

II. Goat.

1. From what wild stock was the goat derived?
2. Name four features which originally made the goat useful as a domestic animal.
3. Give characteristics of (a) Swiss goat.
   (b) Angora goat.
   (c) Irish goat.
   (d) Cashmere goat.
4. Describe the life and habits of the goat.
5. What does man receive from the goat?

III. Cat—Pet.

1. To what wild animals is the cat related?
2. What are the reasons for its domestication?
3. Name and describe eight varieties of cats.
4. How does the mother cat prepare for and care for her young?
5. Tell about (a) Growth of kittens.
   (b) Life of full grown cat.
   (c) Behavior when mousing.
   (d) Behavior when fighting.
   (e) When frightened.
   (f) When showing affection.
6. Of what use is cat to man?

IV. Dog—Pet.

1. To what wild animals is dog related?
2. Name and describe ten varieties of dogs.
3. How does the mother dog prepare and care for her young?
4. Describe the (a) Growth of the little ones.
   (b) Life of the grown animal.
5. In what ways does the dog serve man?

V. Rabbit—Pet.

1. Write short paragraphs on the following—
   (a) Class to which the rabbit belongs.
   (b) From what wild stock is it derived?
   (c) What features made it desirable as a domesticated animal?
   (d) General description.
2. How does the mother rabbit prepare and care for her young?
3. Give a short account of—
   (a) Growth of the young.
   (b) Life of a wild rabbit.
4. Of what use is the rabbit to man?

GROUP II. BIRDS—VERTEBRATES (*Con't.*)

1. Describe a typical bird.
2. What are its nesting habits?

I. Pigeon.

1. Give the history of the pigeon mentioning the most useful and marked varieties.
2. Write the life history of the pigeon.
3. Of what use is it to man?

II. Hen—Domestic bird.

1. Write a short paragraph on the history of the hen.
2. Describe (a) Laying of eggs.
   (b) Incubation.
3. How does the mother care for young?
4. What are some of the characteristic habits of hens?
5. How should chickens and yard be cared for?
6. What are the chief enemies and diseases of chickens?

III. Canary—Domestic bird.

1. Describe the canary as it appears in its wild state.
2. What can you say about the life and habits of the canary?
   (a) Wild state.
   (b) Captivity.
3. What benefits does man receive from the canary?

IV. Frog—(Amphibia).

1. What is an amphibian?
2. Give a general description of a frog and name eight varieties.
3. What are the haunts and habits of the adult?
4. Describe the development of a frog from time egg is hatched until adult is formed.
5. Of what use is the frog to man?

Group III Invertebrates.

V. Crab (Crustacea).

1. Name some of the related forms.
2. Describe the crab.
3. Mention four varieties of crabs and tell something about each.
4. Write a paragraph on each of the following.
   (a) Haunts and habits of the adult.
   (b) Mother and young.
   (c) Growth of the young crab.
   (d) Relations to man.

VI. Earthworm.

1. To what group of animals does it belong?
2. Write a general description of the earthworm.
3. What are the haunts and habits of the adult?
4. Explain its life cycle.
5. Name six ways in which it improves the soil.

VII. Jelly Fish.

1. Name some of the animals related to the jelly fish.
2. Describe the appearance of the jelly fish.
3. Write short paragraphs on the following.
   (a) Different varieties.
   (b) Haunts and habits of the adult.

(c) Mother and young.
(d) Growth of the young.
(e) Relation to man.

VIII. Sponges.

1. Discuss the history of the sponge.
2. Discuss the anatomy of the sponge.
3. Describe sponge fishing.
4. For what is the sponge used?

IX. Silkworm.

1. To what insects is the silkworm related?
2. Describe the silkworm moth.
3. Give the life history of the insect.
4. What is the value of the silkworm to man?
5. What rules did Pasteur make in regard to diseased insect?

X. Lady Beetle.

1. Describe the lady beetle.
2. Write a summary of
   (a) Egg and larval stage.
   (b) Pupal and adult stages.
   (c) Economic value.

XI. Monarch butterfly.

1. Describe the adult.
2. Write briefly upon—
   (a) Haunts day and night.
   (b) Larva or caterpillar.
   (c) Chrysalis.
   (d) Relations to man.

XII. Dragon fly (Pinau).

1. Name some related insects.
2. Describe the adult.
3. Name and briefly describe six varieties.
4. Write briefly upon—
   (a) Life and habits.
   (b) The egg.
   (c) Growth of the young.
   (d) Relation to man.

XIII. House spider (Nananana).

1. Name related forms.
2. Describe a typical spider.
3. Name and briefly describe eight varieties of spiders.
4. Write briefly upon.
   (a) Haunts and habits of the adult.
   (b) Mother and the young ones.
   (c) Growth of the young spiders.
   (d) Relation to man.

XIV. Cabbage butterfly.

1. What insect forms are related to the cabbage butterfly?
2. Describe the adult.
3. Where are they to be found (a) at night, (b) in day time?
4. Give the life history from hatching of egg until adult is formed.
5. In what way are they harmful?
   In what way are they useful?
6. Relate the history of the cabbage butterfly.

XV. Hawk Moth.

1. How do moths differ from butterflies?
2. Give general description of the adult.
3. Write a brief account of
   (a) The egg.
   (b) Larva or caterpillar.
   (c) Pupa or chrysalis.
4. Of what importance is the moth to flowers?
5. Is the moth of any use to man?

XVI. Mosquito.

1. Name some related insects.
2. What are the three varieties found in Hawaii?
3. Why are there so many mosquitoes in Hawaii?
4. Describe the eggs.
5. Describe the larva.
6. Discuss conditions larva demands.
7. Describe the pupa.
8. Write a brief account of the adult.
   (a) Sex (b) Bites (c) Buzzing.

9. What can you say about the relation of mosquitoes to disease?
10. Can the mosquito be exterminated? Discuss.

XVII. The House fly.

1. Give a general description of the appearance of the adult.
2. Discuss (a) Haunts by night and day.
   (b) The eggs.
   (c) Larva.
   (d) Pupa.
3. In what ways is insect injurious to the interests of man.

XVIII. Mealy bugs and scales.

1. Write a general description of mealy bugs and scales.
2. What can you say of their history in the Hawaiian Islands.
3. What varieties are found here?
4. Give their life history.
5. How can scale insects be exterminated?

PHYSIOLOGY.

HANDS.

1. Poisonous nature of dirt.
2. Dirtiness of hands and nails, and effects.
3. Washing the hands.
4. Care of nails—trimming, etc.
5. Sores and cuts, etc.
6. Joints in the hands and fingers.
7. Pores.
8. Structure of the skin.
9. Uses of hands.
10. Uses of the skin.
11. Muscles of the hand—structure and uses.
12. Feeling with the hand—nerves.
13. The general structure of the arm.
14. Blood vessels of the arm.
15. Pulse.

FEET.

1. Cleanliness.
2. Cuts and bruises.
3. Tendons and muscles of the foot.
4. Ankle joint.
5. General structure of the leg.
6. Proper shoes.
7. Walking.
8. Joints.

FACE.

1. Cleanliness.
2. Face skin compared with hand skin.
3. Perspiration.

4. Blood supply.
5. Muscles and nerves.
6. Sensitiveness of the skin.

MOUTH.

1. Cleanliness.
2. Teeth—number, kinds, structure.
3. Care of the teeth.
4. Tongue—structure and uses.
5. Talking.
6. Effects of tobacco on mouth.
7. Mucous membrane.
8. Salivary glands.
9. Care of lips.

NOSE.

1. Cleanliness.
2. Structure and function.
3. Colds.
4. Effect of tobacco on nose.
5. Smelling.
6. Nose bleed.
7. The senses in general compared with smelling.

EYES.

1. Cleanliness.
2. Structure and function.
3. Sight.
4. Foreign bodies in the eye.
5. Diseases, abnormal condition, and accidents.
6. Color.
7. Relation to brain.
8. Eyes of other animals.
9. The retina.
10. Sight compared with other senses.
11. Trachoma.

EARS.

1. Cleanliness.
2. Structure and function.
3. Foreign bodies.
4. Diseases, abnormal conditions, accidents.
5. Sound and music.
6. Ears of other animals.
7. The basement membrane.
8. Singing.
9. Hearing compared with other senses.

HAIR.

1. Cleanliness.
2. Structure and function.
3. Color.
4. Baldness.
5. Hair of other animals.

NECK.

1. Structure and function.
2. Necks of other animals.
3. Cleanliness.
4. Diseases, etc.

CLOTHING.

1. Uses.
2. Cleanliness.
3. Clothing of animals.
4. Fitting of clothing.
5. Proper material.
6. Laundrying of clothing.

FOOD.

1. Hunger.
2. Eating.
3. Digestive juices.
4. Water as food.
5. The alimentary canal.
6. The lymphatic system.
7. Storage of food in the body.

8. Elimination of waste products.
9. Digestion and absorption of food.
10. The kinds of food and their value.
11. The stomach.
12. The liver.
13. The kidneys.
14. The intestines.

SANITARY ENVIRONMENT. SCHOOL.

1. Cleanliness of personal property.
2. Cleanliness of school room.
3. Dust.
4. Germs.
5. Ventilation.
6. The school yard.
7. Drinking.
8. Eating.

SANITARY ENVIRONMENT. HOME.

1. Cleanliness of the different parts of the home.
2. Cleanliness of the yard and street.
3. Darkness, dust and disease.
4. Quarantine and contagious diseases.
5. Bathing.
6. Eating.
7. Sleeping.
8. Garbage and rubbish.
9. The sewer system.
10. Pure food.
11. The physician.
12. Pure water.
13. Cottages vs. tenements.

SANITARY ENVIRONMENT. CITY.

1. Duties of each citizen.
2. Municipal organization. Board of Health, etc.
3. Streets.
4. Garbage.
5. Diseases—quarantine.
6. Water and milk.
7. Fevers, plagues, etc.
8. Harbor and waterfront.

SUNSHINE.

1. Description and uses.
2. Relation to plant health.
3. Relation to bodily health.
4. Relation to disease germs.

PURE AIR.

1. Definition and usefulness.
2. Impurities.
3. Respiration.
4. Functions of the blood.
5. O. and C. O_2
6. Relation to lung diseases.
7. Methods of ventilation.

REST AND SLEEP.

1. Necessity.
2. The daily cycle.
3. The body an engine.
4. Growth during sleep.
5. Care of sleeping room.
6. Dreams.
7. Ratio of rest and exercise.

EXERCISE.

1. Necessity.
2. Best methods.
3. Relation to breathing and circulation.
4. Relation to muscle and fat.
5. Relation to endurance and longevity.
6. Relation to mental work.
7. A long life.
8. Work and play.
9. Games.

ACCIDENTS AND WOUNDS.

1. Cuts.
2. Bleeding in general.
3. Internal bleeding.
4. Bleeding from capillaries.
5. Bleeding from veins.

6. Bleeding from arteries.
7. Faintness.
8. Splinters, etc.
9. Broken bones.
10. Burns.
11. Sprains and dislocations.
12. Drowning.

INTERNAL ANATOMY.

1. Alimentary canal—structure and function.
2. Circulation structure and function.
3. Nervous system structure and function.
4. Muscular system structure and function.
5. Lymphatic system structure and function.
6. Brain structure and function.
7. Heart structure and function.
8. Stomach structure and function.
9. Intestines structure and function.
10. Liver structure and function.
11. Pancreas structure and function.
12. Kidneys structure and function.
13. Spleen structure and function.
14. Lungs and diaphram function.
15. Capillaries, veins, arteries.
16. Course of the blood.
17. Relation of nervous system to other systems.
18. Relation of digestive system to other systems.
19. Relation of muscular system to other systems.
20. Relation of osseous system to other systems.
21. Relation of lymphatic system to other systems.
22. Skeleton—structure and functions.

FEELINGS.

1. How we feel.
2. Structure of nerves.
3. Kinds of nerves.
4. Spinal chord.
5. Brain.
6. Ganglia.
7. Relation of brain to thought and action.
8. Habit.
9. Nervous connections of organs.

GEOGRAPHY.

1st Week.
- Position.
- Transportation.
- Communication.

2nd Week.
- Physical features.

3rd Week.
- Climate.

4th Week.
- Plants.
- Animals.
- Minerals.
- Soils.

5th Week.
- Industries.

6th Week.
- Trade.
- Population.
- Government.
- Geographic changes.

REFERENCES.

Baldwin's—Hawaiian Geography.
Newell's—Hawaii—Its Natural Resources and Opportunities for Home-Making.
Dodge's—General Advanced Geography.
Natural Advanced.
Tarr & McMurry—Advanced Geography.
Herbertson's—Man and His Works.
Lyde's—Man and His Markets.
Herbertson's—Descriptive Geographies.
Davis'—Elementary Meteorology.
Davis'—Physical Geography.
Tarr's—Physical Geography.
Adams'—Commercial Geography.
Gannett's—Commercial Geography.

Mill's—International Geography.
Carpenter's—Readers.
" —Clothing.
" —Food.
Great American Industry Series.
Chase & Clow's—Stories of Industry.
Wilkinson's—Story of Cotton.
Shaler's—Sea and Land.
Johnson's—Mathematical Geography.
Encyclopedias.
Century Atlas.
Department Commerce and Labor—Great Canals of the World.
Department Commerce and Labor—Principal Transportation Routes of the World.
Steamship folders.
Railway folders.
Promotion Committee Pamphlets.

Locate on map of world and tell something about each of the following:

World.

Continents, Oceans, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle.

ISLANDS.

Hawaiian, Philippine, Sumatra, Japan, Borneo, Java, Celebes, New Guinea, New Zealand, Guam, Midway, Samoa, Fiji, Tasmania, Tahiti, Cuba, Porto Rico, Iceland, Azores, Canary, Cape Verde, Bermuda, Madagascar, Ceylon, British Isles, Sardinia, Sicily, Cyprus, Crete, Spitzenbergen, Nova Zembla, Newfoundland.

CITIES.

North America.

San Francisco, Seattle, Portland, Los Angeles, Mexico, Panama, Colon, New Orleans, St. Louis, Denver, Salt Lake City, Chicago, Washington, D. C., Baltimore, Philadelphia, New York, Boston, Montreal, Toronto, Quebec, Winnipeg, Vancouver, Ottawa, Halifax, St. Johns, Sitka, Havana.

Europe.

Paris, Madrid, Lisbon, Gibraltar, Rome, Zurich, Brussels, Amsterdam, The Hague, Antwerp, Leipzig, Berlin, Hamburg, Munich, Copenhagen, Vienna, Athens, Constantinople, Odessa, Moscow, St. Petersburg, Stockholm, Christiana, London, Liverpool, Manchester, Edinburg, Glasgow, Dublin, Belfast.

South America.

Quito, Valparaiso, Buenos Ayres, Montevideo, Rio de Janeiro, Para, Caracas, Lima.

Asia.

Hongkong, Canton, Peking, Port Arthur, Vladivostok, Shanghai, Manila, Tokio, Yokohama, Kobe, Bangkok, Jerusalem, Bombay, Calcutta.

Australia.

Melbourne, Sydney, Brisbane.

New Zealand.

Wellington, Auckland.

Africa.

Cairo, Tuns, Algiers, Tangiers, Cape Town, Kimberly, Mombasa, Timbuktu, Khartum.

MOUNTAINS.

North America.

McKinley, St. Elias, Shasta, Popocatipetl, Washington, N. H., Mitchell, N. C., Orizaba.

South America.

Cotopaxi, Chimborazo, Aconcagua.

Europe.

Hekla, Kiolen, Ural, Pyranees, Apennines, Vesuvius, Etna, Alps, Blanc, Caucasus, Karpathian.

Asia.

Himalaya, Everest, Altai, Khinghan, Stanovoi, Fuji-yama,

Africa.

Atlas, Tarso, Snow, Kilimanjaro, Kenia.

Australia.

Australian Alps, Blue Mountains.

New Zealand.

Cook, Raupehu.

RIVERS.

Asia.

Ganges, Brahmaputra, Yangtse-kiang, Hoangho, Mekong, Amur, Lena, Yenisei, Obi, Euphrates, Tigris, Indus.

Europe.

Thames, Siene, Po, Tiber, Rhine, Rhone, Elbe, Danube, Volga, Dneiper, Dwina, Ural.

Africa.

Nile, Niger, Congo, Orange, Zambezi, Blue Nile.

Australia.

Murray, Darling.

North America.

Yukon, Mackenzie, Columbia, Colorado, Rio Grande, Mississippi, Missouri, Hudson, St. Lawrence.

South America.

Amazon, Orinoco, Plata.

LAKES AND SEAS.

South America.

Titicaca, Maracaibo.

Asia.

Baikal, Caspian, Aral, Okhotsk, Japan, Yellow, China, Red, Dead, Arabian, Bengal, Bering.

North America.

Superior, Michigan, Huron, Erie, Ontario, Champlain, Salt Lake, Nicaragua, Winnepeg, Great Bear, Hudson Bay, Gulf of Mexico.

Europe.

Geneva, Constance, Baltic, Black, White, North.

Africa.

Victoria Nyanza, Tanganyika, Nyassa, Chad.

DESERTS.

Sahara, Kalahari, Arabian, Gobi, Great Basin, Atacama, Great Victorian.

OUTLINE.

I. *Position of Hawaii.*
   1. Latitude.
   2. Longitude.
   3. Standard time.

a. Relation of Hawaii to Pacific.

b. Relation of Hawaii to World.
   1. Lines.
      1. Equator.
      2. Tropics.
      3. Circles.
   2. Oceans.
   3. Continents.
   4. Chief cities, rivers, islands, etc.

Transportation and Communication.

a. Steamers and sailing vessels passing through Honolulu.
   1. Companies.
   2. Routes.
   3. Ports.

b. Steamer routes of World.

c. Railways of Hawaii.

d. Railways of World.
   1. Companies.
   2. Routes.
   3. Important Stations.

e. Canals of Hawaii.
   1. Irrigation.

f. Canals of World.
   1. Effects on Trade.
   2. Effects on Cities.

g. Telegraphs of Hawaii.
   Telegraphs of World.

h. Cables of the Pacific.
   1. Description of cable.
      1. Parts.
      2. Cable laying.
      3. Code.

2. British.
3. American.

i. Cables of the world.
1. Routes.
2. Importance.

j. Mails and Post Offices.

II. *Geographic controls.*

a. Physical features.
1. Volcanoes.
1. Volcanoes of Hawaii.
2. Volcanoes of world.
3. Volcanic disasters.
Vesuvius.
Krakatoa.
Martinique.
4. Earthquakes.
Cause.
Disasters.
San Francisco.
Charleston.
Lisbon.
Sicily.

2. Mountains.
1. Mountains of Hawaii.
2. Mountains of world.
Mountain passes.
Pali.
Thermopylae.
Khaibar.
Simplon.
Harpers Ferry.
Chilkoot.
3. Characters of mountain people.

3. Plains.
1. Plains of Hawaii.
2. Plains of world.
Central United States.
Central Europe.
Central Asia.
Hot.

Cold.
Masses of people.
Region of industries.

3. Character of plain people.
4. Drainage.
   1. Drainage of Hawaii.
   2. Drainage of world.
      Lakes and rivers.
         Influence on trade.
         Influence on transportation.
5. Valleys.
   1. Valleys of Hawaii.
   2. Valleys of world.
         Typical Hawaiian valley.
         Mississippi—Missouri.
         Ganges.
         Yangtze-kiang
         Nile.
         Amazon.
   3. Life and character of valley people.
6. Oceans.
   1. Description.
   2. Work.
         Tides.
         Waves.
   3. Means of transportation.
   4. Life of ocean.
         Source of food.
7. Shores.
   1. Shores of Hawaiian Islands.
         Coral.
   2. Shores of world.
         Work of ocean on land.
         Harbors.
         Life of shore people.
         Light houses,—warning, welcome.
8. Scenic beauty of Hawaiian Islands.
   Scenic beauty of worlds spots.

III. (b) *Climate.*

1. Controls of climate.
   1. Temperature.
      Position on globe.
      Instruments of measuring.
      Thermometers.
      Isotherms.
   2. Weight of air-pressure.
      Barometers.
      Isobars.
      Winds.
      Planetary.
      Terrestrial.
      Cyclonic storms.
      Kona storms.
        Effects.
      Monsoons.
      Ocean currents.
        Cause.
        Effects.
   3. Moisture in air.
      Rain gauge.
      Rain.
      Distribution.
2. Physical features.
   1. Effects on climate.
3. Climate of Hawaiian Islands.
   Climate of world region.
   1. Zones.
   2. Influence on Character of people.
      Food.
      Shelter.
      Clothing.

IV. (c) *Plants.*

1. Plants of Hawaiian Islands.
   1. Indigenous.
   2. Introduced.
   3. Mountain zones of plants.
2. Zones of world.
   1. Grass lands.

2. Forest lands.
   Temperature.
   Tropical.
3. Deserts.
   Hot.
   Cold.
4. Control men.

d. Animals.
   1. Animals of Hawaiian Islands.
      1. Indigenous.
      2. Introduced.
   2. Of world.
      1. Tropical.
      2. Temperate.
      3. Frigid.
   3. Control men.

e. Minerals.
   1. Minerals of Hawaiian Islands.
   2. Mineral regions of world.
      1. Mountains.
   3. Control men.

f. Soils.
   1. Soils of Hawaii.
      1. Volcanic.
   2. Soils of world.
   3. Control men.

V. Industries.
   a. Of Hawaiian Islands.
   b. Of world.
      1. Agriculture.
         1. Sugar, rice, coffee, pineapples, wheat, corn, cotton, tobacco, vegetables.
         2. Conditions make possible.
            Water.
            Climate.
            Soil.
            Labor.
            Market.
            Cost.

2. Lumbering.
   1 Conditions that make possible.
      Labor.
      Market.
      Cost.
      Climate.
      Physical.
   2. Lumber regions, camps.
3. Mining (iron, coal, silver and gold).
   1. Conditions that make possible.
      Physical.
      Market.
      Labor.
   2. Different methods.
4. Cattle.
   1. Conditions that make possible.
      Physical.
      Climate.
      Market.
      Ranches.
      Dairying.
   2. Ranching regions of the world.
5. Fishing.
   1. Conditions that make possible.
      Climate.
      Physical.
      Market.
   2. Fishing regions.
6. Manufacturing.
   1. Conditions that make possible.
      Physical.
      Power.
      Supply of raw material.
      Demand for manufactures.
      Labor.
      Transportation.
   2. Manufacturing centers.
      Food.
      Textile.
      Machinery, etc.

VI. Trade.
- a. Rise of trade.
  - 1. Barter.
  - 2. Medium.
  - 3. Material.
- b. Trade centers.
  - 1. Relation of physical, climate and population.
  - 2. Water supply.
  - 3. Position—physical.
    - 1. Harbor of Honolulu.
    - 2. Surrounding country.
  - 4. Products.
    - 1. Exchange of raw for manufactured.
      - Hawaii.
      - England.
    - 2. Transportation.

Population of world.
- a. Effected by geographic controls.

Government.
- a. Of Hawaiian Islands.
- b. Of World.
  - 1. United States possessions.
  - 2. English possessions.
  - 3. German possessions.
  - 4. Russian possessions.
  - 5. Japanese possessions.
  - 6. Chinese possessions.

How man changes geography.
- a. Overcome climate.
- b. Water distribution.
- c. Land.
- d. Animals.
- e. Plants.
- f. Races of men.

EXPRESSION WORK.

I. Outline map of world, locating lines, oceans, continents, cities, etc.
Map of Pacific, locating S. S. routes and cables.
Map of world, locating chief railroads.
Map of world, locating chief canals.

II. Relief maps of each of Hawaiian Islands.
Relief map of world locating physical features.
Map of world locating mountain passes.
Map of world locating plains.

III. Diagram of planetary winds.
Diagram of terrestrial winds.
Map of world locating ocean currents.
Map of world showing distribution of rain.

IV. Diagram showing mountain zones of Hawaiian Islands.

V. Map of world and Hawaiian Islands showing sugar producing regions.
Map of world and Hawaiian Islands showing rice producing regions.
Map of world and Hawaiian Islands showing coffee producing regions.
Map of world and Hawaiian Islands showing pineapple producing regions.
Map of world and Hawaiian Islands showing wheat producing regions.
Map of world and Hawaiian Islands showing corn producing regions.
Map of world and Hawaiian Islands showing cotton producing regions.
Map of world and Hawaiian Islands showing tobacco producing regions.
Map of world and Hawaiian Islands showing vegetable centers.
Map of world and Hawaiian Islands showing forest regions.
Map of world showing iron regions.
Map of world showing coal regions.
Map of world showing silver regions.
Map of Hawaiian Islands showing cattle regions.
Map of world showing cattle regions.
Map of world showing fishing regions.
Map of world showing food producing regions.
Map of world showing textile regions.
Map of world showing manufacturing regions.

VI. Map of world locating trade centers.
Map of harbor of Honolulu.
Map of world showing population.

Map of world locating United States possessions.
Map of world locating English possessions.
Map of world locating German possessions.
Map of world locating Russian possessions.
Map of world locating Japanese possessions.
Map of world locating Chinese possessions.

QUESTIONS.

1. What is geography?
What is latitude?
What is longitude?
What is standard time?
Locate the standard time belts of United States.
What is the International Date Line?
If a steamer sailing westward reaches 180° Meridian on Tuesday noon, what is the time after the ship crosses meridian? Reasons.
If it is 10 o'clock Honolulu, what time will it be in San Francisco?
What is the latitude of Hawaiian Islands?
What direction is Honolulu from Mexico? From Brisbane? Hong Kong? Nome? Valparaiso, New York? London? Calcutta?
What is the equator?
What are the tropics?
What are the circles?
Of what use is the scale of miles.
Is there six months of darkness and six months of light at Arctic Circle? Reason.
Name the countries, islands or large cities on the equator.
On the Tropic of Cancer.
On the Tropic of Capricorn.
On the Arctic Circle.
On the Antarctic Circle.
On the 0° meridian.
On the 180° meridian.
What is the route of the Pacific Mail Steamship line?
What is the route of the American-Hawaiian line?
What is the route of the Canadian-Australian line?
Royal Mail line?

Are the number of sailing vessels calling at Honolulu decreasing? Why?

Why do not the Pacific Mail boats stop at such ports as Waialua, Midway, Guam or Funchan?

What are the great steamer routes across the Atlantic?

What is the chief route to India?

How many miles is it from Honolulu to San Francisco? To Yokohama? To Fiji?

How many days does it ordinarily take a steamer between these same places?

How far is it from New York to Liverpool? How many days?

Trace the route of the Trans-Siberian Railway.

Trace the route of the Cape to Cairo Railway.

Trace three ways by which one may go from San Francisco to New York? How long would each take?

Why is there a network of railway in Central Europe, and eastern United States?

Describe a Pullman train in United States and a compartment car in Europe.

Why is Chicago one of the largest railway centers in the world?

Why are there so few railroads in South America running from east to west?

Why are canals built? Three reasons.

What effects has the Suez Canal brought about? The Erie? The Manchester? Kaiser Wilhelm? Grand Canal of China?

Trace route of Pacific Cables.

Describe a cable,—its appearance, cable ship, laying, care and code.

Is there any similarity in the great steamship, railroad, telegraph and cable routes of the world. If so, why?

Has cable communication done anything for Hawaiian Islands? What?

Why are these islands called the "cross roads of the Pacific?"

(a) Describe an eruption of Kilauea. Of Vesuvius.

What is the generally accepted cause of earthquakes?

Describe an old mountain. A young mountain.

Name an old and young mountain on these islands.

Why are mountain passes rather than mountain peaks the strategic points of mountain ranges?
How do mountains effect routes of travel?
How do the roads of Oahu illustrate the following:—
Routes of travel always seek the easiest grade?
Describe the occupations of mountain people.
What effect has their physical environment had on the mountain whites of United States?
Locate the great plains of the world?
Why do more people live on the plains than mountains?
Account geographically for the industries of plains.
Describe the life of people of hot plains. Of cold plains.
Contrast life of hot and cold plains people.
Describe character of plains people.
Describe the drainage of Oahu. Of Hawaii.
Describe the drainage of each continent.
What is the relationship between slope of land and river systems?
Why are river valleys so thickly populated?
Describe the character of valley people.
Which are natural boundary lines, rivers or mountains? Why?
Describe the valley of the Amazon. The Nile. The Ganges. The Mississippi-Missouri, Yangtse-kiang.
Compare the transportation facilities of valleys, plains and mountains. Reasons.
Describe the bottom of the ocean.
What advantage are tides?
What does "high tide large" and "high tide small" mean?
What is the work of waves?
Describe an atoll.
Compare transportation on mountains, plains, valleys and ocean.
Of what advantage to man is the ocean?
How do coral reefs effect this island (Oahu)?
Why are there lighthouses?
Describe the life of people living on rocky shores. On smooth shores.
Describe Honolulu Harbor.
What are the essentials of a good harbor?

Name three of the world's best harbors.
How is a beach made?
If the ocean current should stop, what would be the result to sea life?
Why are the Hawaiian Islands called the "Paradise of the Pacific?"

(b) What are the great climatic factors?
What is weather?
What is climate?
How does the position on the globe partially determine the climate of a place?
What are isotherms?
Describe a thermometer.
Where are the isotherms highest in January? In July?
What effect has continent on temperature?
What effect has the ocean on temperature?
Describe a barometer.
What is an isobar?
What is wind?
What are the causes of wind?
What are the causes of kona storms?
What are the effects of kona storms?
Compare a kona storm with a cyclonic storm in the United States.
What is a "low?"
Is there any relationship between pressure and temperature? If so what?
What is the cause of ocean currents?
What are the effects of ocean currents?
What and where is the Sargasso Sea?
What makes the Hawaiian Islands cooler than any other place in the same latitude?
What are monsoons? How do the monsoons of India effect the sailing vessels?
What is the proof that winds cause currents?
Describe a rain gauge.
What is the cause of rainfall?
What are clouds?
What are the different kinds of clouds?
Describe the world distribution of rainfall.
What are the laws governing the rainfall of a place?

What effect have the physical features on climate of place?
Where are the climatic Zones?
What effect has climate on food?
What effect has climate on shelter?
What effect has climate on clothing?
What effect has climate on character?
Why are the rivers of Siberia so little used as a means of transportation?
Given an island 40° S. latitude and 75° E. Longitude having high mountains on the western coast. Describe its climate.

IV. (c) What plants are indigenous to Hawaiian Islands?
Describe the plant zones of these islands.
Describe the life and industries of people living on the grass lands. The temperate forests. The tropical forests. The hot deserts. The cold deserts.
What is the relationship between plant life and climate? Illustrate.
How do plants control men? Illustrate.
What is the northern and southern limit of cereals? Of palms?

(d) What animals were brought to the Hawaiian Islands by the early Hawaiians?
Describe the animal zones of world.
What are the northern and southern boundaries of cattle? Of horse? Of dog?
Of what use is the reindeer? The camel?
How do animals control men?

(e) Compare the mineral importance of the different countries.
Why are minerals generally found in mountainous regions?
How do minerals control men?

(f) What is tufa soil?
What is sedimentary soil?
Where are the fertile regions of the world?
How do soils control men?

V. What are the most important industries of Hawaiian Islands?
What are the geographic conditions that govern the industries of a place?

Describe the sugar industry of the Hawaiian Islands.
Describe the sugar industry of the world.
What people are the great sugar consumers?
Describe rich industry in Hawaiian Islands.
What lands are devoted to rice in Hawaiian Islands?
Describe rice industry in world.
What people are great consumers of rice?
Describe coffee industry in Hawaiian Islands.
Describe pineapple industry in Hawaiian Islands.
Describe cotton industry in Hawaiian Islands.
Describe tobacco industry in Hawaiian Islands.
Describe vegetable industry in Hawaiian Islands.
Describe coffee industry in world.
Describe pineapple industry in world.
Describe wheat industry in world.
Describe corn industry in world.
Describe cotton industry in world.
Describe tobacco industry in world.
Describe vegetable industry in world.
Where are the great wheat growing regions of world?
Where are the great cotton growing regions of world?
What conditions make lumbering possible?
Where are the forest regions of Hawaiian Islands?
Where are the lumber regions of world?
Describe life of people living in forest regions.
Describe lumbering in United States.
Of what use is lumber?
Where are the great mining regions?
What conditions make mining possible?
Describe mining, coal, silver, gold.
What is hydraulic mining? Placer?
Describe cattle industry in Hawaiian Islands.
What conditions make cattle raising possible?
Do we raise enough cattle to supply home market? Why?
Where are the large cattle raising regions of world?
Where are the large meat packing regions of world?
Where are the dairying regions of world?
Where are the fishing regions of Oahu?
How is fish obtained here? Describe.
What races do our fishing?
What conditions make fishing possible?
Describe cod fishing. Salmon,

Why were these islands once an important whaling center?
What are the great fish consuming countries of the world?
Is there any relation between the Catholic countries of the world and fish consuming ones? What?
Describe character and life of fishing races.
What conditions make manufacturing possible?
How does a waterfall help manufactures?
Why is Great Britain a manufacturing rather than food producing country?
Why is United States important as a manufacturing as well as a food producing country?
Where are food manufacturing centers?
Where are textile manufacturing centers?
Where are machinery manufacturing centers?
Where are shipbuilding manufacturing centers?
Why is Birmingham (Ala.) an important manufacturing center? Richmond (Va.)? New York? Pittsburg? Chicago? Manchester?

VI. What is the order of importance of trade materials?
How does manufacturing help trade?
What are the advantages and disadvantages of trade by water? By land?
By what different means may things be transported?
Describe the beginning of trade.
How do geographic controls determine trade centers. Illustrate.
Why do people flock to a large center like New York?
Why is Honolulu an important city?
How is Honolulu supplied with water?
How is New York supplied?
For what reasons are the buildings of large cities of many stories?
Where are the great centers of population? Account for these.
Why has the Mediterranean Sea been an important center of civilization?
What geographical reasons have helped Japan and Great Britain to remain independent?
Why do races need governments?
How does England deal with her colonial possessions?

How does the United States?
How on these islands has man changed the geography?
What is the reason of our very mixed population?

GENERAL HISTORY.

Oriental Nations.
Greece.
Rome.
The Middle Ages.
Age of Reformation.
Era of Political Revolution.
American History.
Hawaiian History.

ORIENTAL NATIONS.

1. Divisions and distribution of human race (see Histrocal charts).
2. Location and geography of early civilizations (Historical charts.)
   Egypt.
   Chaldaea.
   Assyria.
   Babylonia.
   Hebrews.
   Phoenicians.
   Persian Empire.
3. Arts.
   Writing and records of Oriental nations.
   Architecture—Egyptian.
   Tigro-Euphrates nations.
   Industrial arts—
   Science—
4. Religion,—Egyptian.
   Assyrio-Babylonian.
   Hebrew.
5. Governments—
6. Great names: Pyramid Kings, Hyksos Kings, Rameses 11, Nimrod, Sargon 1, Abraham of Ur, Tiglath-Pileser II, Sargon of Assyria, Sennacherib, Assurbanipal, Nebuchadnezzar, Belshazzar, Cyrus the Great, Darius 1, Xerxes 1.
7. Phoenician Commerce and Colonies.

QUESTIONS ON HISTORY---ORIENTAL NATIONS.

1. Why did early civilizations develop in Egypt and the Tigro-Euphrates valleys.

2. Name the peoples of Aryan stock, of Semitic stock, of the brown race.

3. Why do we study the Aryan peoples more than the brown or black races?

4. Compare the writing, records and buildings of Egypt with those of Assyria and Babylonia.

5. What was the importance of the work of the Pyramid Kings? Who were the Hyksos Kings?

6. Write brief notes concerning, Sargon 1, Abraham of Ur, Assurbanipal, Nebuchadnezzar, Cyrus the Great.

7. In what ways did the Phoenecians excel? What were their gifts to civilization?

8. What industrial arts were familiar to the Oriental nations? What sciences had their beginnings among these nations?

9. What were the general characteristics of the Eastern governments?

10. What were the features of Egyptian religion—(a) Gods (b) Sacred animals (c) Judgment of the dead (d) Care of dead body.

11. What distinguished the religion of the Hebrews?

GREECE.

1. The Land and People.
2. Greeks and Phoenicians.
3. Greek Colonies.
4. Government—city—states.
   - Monarchies to oligarchies.
   - Oligarchies to tyrannies.
   - Tyrannies to democracies.
5. Religion—Gods and goddesses.
   - Oracles.
   - Festivals.
   - Amphictyonic Council.
6. Legendary or Heroic Age.
   - Principal heroes:—Hercules.
     - Theseus.
     - Minos.
     - Cadmus.
   - Legends:—
     - Argonautic Expedition.
     - Trojan War.
   - Dorian migration.
   - Literature—Illiad and Odyssey.
     - Chracteristics of Homeric Age.
       - Rule of Kings.
       - Religion influential.
       - Women respected.
       - Polygamy forbidden.
       - Slavery prevailed.
7. Rise of Sparta.
   - Situation.
   - Classes of people.
   - Constitution of Lycurgus.
   - Messenian Wars.
8. Rise of Athens:
   - Site of Athens.
   - Legendary Kings—Cecrops.
     - Theseus.
     - Codrus.

Archons.
Draco's Laws.
Reforms of Solon.
Tyranny of Pisistratus and his sons.
Clisthenes reforms.

9. Graeco-Persian wars (500—479 B. C.)
Causes—Persian ambition and jealousy.
Athenian aid to Ionian revolt.
Burning of Sardis.
Leaders: Persian; Darius 1, Mardonius, Xerxes.
Spartan; Leonidas, Pausanias.
Athenian; Miltiadis, Aristides, Themistocles, Cimon.
Events: Ionian revolt with Athenian alliance.
Darius first expedition—wreck and defeat.
Darius second expedition.
Battle of Marathon.
Rivalry of Themistocles and Aristides in Athens
Athenian navy and fortifications.
Third expedition led by Xerxes.
Battle at Thermopylae.
Burning of Athens.
Battle of Salamis.
Battles at Plataea—Mycale.
Results: Persians driven from Europe.
Athens powerful in Greece.
Formation of Confederacy of Delos.

10. Athenian Supremacy.
Re-building of Athens.
Confederacy of Delos.
Athenian Empire.

11. Age of Pericles (459—431 B. C.)
Democracy supreme.
Golden age of literature, sculpture, art commerce and political power.

12. Peloponnesian War 431—404 B. C.
Cause: Jealousy of Sparta.
Dissatisfaction of Athenian allies.
Occasion: Revolt of Corcyra.
Revolt of Potidaea.

Comparison of sides.

Sparta and Allies.	Athens and Allies.
Dorian.	Ionian.
Agricultural.	Industrial and commercial.
Oligarchial.	Democratic.
Confederacy of independent states.	Empire, dependent states.
Superior army.	Superior navy.

First Period:

Events—Theban attack on Plataea.
Spartan invasions of Attica.
Pestilence at Athens.
Brasidas attacks.
Peace of Nicias.

Second Period:

Alcibiades.
Sicilian Expedition.

Third Period:

Revolts from Athens.
Alcibiades' influence.
Surrender of Athens.

Treaty of Peace 404 B. C.

13. Spartan Supremacy.
Military oligarchies.
Restoration of democracy in Athens.
Expedition of ten thousand.
Revolt of Corinth, Argos, Thebes and Athens.
Peace of Antalcidas.

14. Theban Supremacy.
War between Sparta and Thebes.
Pelopidas and Epaminondas.

15. Macedonian Supremacy.
Situation of Macedon.
Ambition and conquests of Philip.
Conquests of Alexander.

Results: End of Graeco-Persian struggle.
Spread of Hellenic civilization.
Division of Alexander's Empire.
(Chart Map.)

16. Greek architecture and sculpture.
Greek love of beauty.
Pelasgian masonry.
Doric, Ionic and Corinthian capitals.
Athenian Acropolis and Parthenon.

17. Greek Literature, Education and Social life.

GREECE.

1. How did the situation and physical features of Greece effect the development of the people?

2. What did the Greeks learn from the Phoenicians?

3. What was the nature and importance of the Greek colonies?

4. What was the course of development in the government of the Greek city-states?

5. How did the oracle of Delphi influence Greek enterprises?

6. What were the Olympic games? The Amphictyonic Council? How did these influence Greek life and development?

7. What did each of the four heroes Hercules, Theseus, Minos and Cadmus represent in Greek history?

8. What did the legend of the Argonautic Expedition signify?

9. What was the Trojan war?

10. What may we learn of Greek life from the Homeric poems?

11. What was the work of Lycurgus?

12. Describe the situation of Athens and compare it with that of Sparta.

13. Name three Athenian lawmakers and give the points of their reforms.

14. What were the incidents that brought about Graeco-Persian war?

15. Trace briefly the events of the three Persian expeditions against Athens. What were the important results?

16. What was the Confederacy of Delos? How did it become the Athenian Empire?

17. When was the age of Pericles? Why is it called the "Golden Age" in Greek history?

18. What were the causes and results of the Peloponnesian war?

19. Tell the story of the Sicilian Expedition?

20. What do the following names recall of Greek history—Miltiades, Leonidas, Themistocles, Alcibiades, Phidias, Sophocles and Demosthenes?

21. What was the Peace of Antalcidas?

22. What was the work of Pelopidas and Epaminondas of Thebes?

23. What were the conquests of Philip of Macedon? Why were they possible in Greece?

24. What were the extent and results of Alexander the Great's conquests?

25. What are the Greek types of architecture?

26. What interesting buildings and statues were on the Acropolis?

27. Describe the social life of Athens.

ROME.

1. Geography of Italy.
2. Peoples of Italy.
   - Gauls.
   - Etruscans.
   - Italians.
   - Greeks.
3. Divisions of Political history of Rome.
   - Monarchy.
   - Republic.
   - Empire.

   (a) Monarchy 753 B. C.—509 B. C.
   1. Founding of Rome.
   2. Classes—Patricians.
      Plebeians.
      Slaves.
   3. Early government: King.
      Senate.
      Comitia Curiata.

   Seven Kings:—Romulus the founder to Tarquinius Superbus the tyrant

   (b) Republic 509 B. C.—29 B. C.
   1. Government—Consuls.
      Dictator.
      Comitia Centuriata.
      Senate.
      Comitia Curiata.
   2. Social troubles.

      Oppression of Plebeians { Taxation. / Debt and usury. / Division of land. / Military service. }

      Results—For debt and slavery.
      Tribunes.
      Comitia Tributa.
      Laws of the Twelve tables.
      Licinian Laws.

3. Roman Wars.
   (1) Struggle for existence.
      Etruscan War.
      Latin War.
      Aequian War.
      War with Veii.
      War with Gauls.
   (2) Italian Conquests.
      Samnite Wars.
      Latin War.
      War with Tarentum.
4. Rome and her subject states.
   Cities.
   Colonies.
   Allies.
   Classes—Citizens.
      Latin allies.
      Italian allies.
5. Roman roads and cities.
6. Foreign conquests.
   (a) First Punic War.
      Cause.
      Comparison of Rome and Carthage.
      Events.
         Roman invasion of Sicily.
         Roman fleets.
         Roman invasion of Africa.
      Results.
         Rome a naval power.
         First Roman provinces.
         Carthage tribute-paying.
   (b) Second Punic War.
      Cause.
         Hannibal's capture of Saguntum.
      Events.
         Hannibal's march and victories.
         Battle at Metaurus.
         Battle at Zama.
      Result.
         Humiliation of Carthage.

(c) Events between 2nd and 3rd Punic Wars.
  (1) Macedonian Wars, Second and Third.
    Causes.
    Results.
  (2) War in Syria—Cause.
    Result.
  (3) Achaean War in Greece—cause.
    Event—Destruction of Corinth.

(d) Third Punic War.
  Cause—Roman desire.
  Event—Destruction of Carthage.
  Result—Carthage a Roman province.

(e) Numantine War.
  Conquest and Romanizing of Spain.

(f) Results of Conquests by Rome.
  New Provinces—Sicily, Sardinia and Corsica.
    Spain.
    Asia.
    Gaul.
    Illyricum.
    Macedon and Greece.
    Africa.
  Provincial government—
    Proconsuls
    Taxes.
  Evil results—
    Absorption of small farms of Italy by estates.
    Luxury in Rome.
    Increase of Slavery.
  Good results—
    Dissemination of civilization.
    Greek influence at Rome.
    Public works at Rome.

7. Period of Civil Strife 146-29 A. D.
  (a) Reforms of the Gracchi.
  (b) Invasion of Cimbri and Teutones.
  (c) Social War—cause
    result.

(d) Civil War of Marius and Sulla.
Sulla's reforms.

(e) Rise of Pompey the Great.
Defeat of Marian Party.
Suppression of Gladiators.
Suppression of Pirates.
Mithradatic War.
Conspiracy of Catiline.

(f) First Triumvirate.
Crassus, Caesar, Pompey.
Caesar's Conquests.
Results.
Rivalry of Caesar and Pompey.
Civil War of Caesar and Pompey.

(g) Second Triumvirate—Octavius—West.
Antony—East.
Lepidus—Africa
Quarrels of triumvirs.
Results of Battle of Actium.
Egypt a Roman Province.
End of Republic.
Octavius sole ruler.

(8) Roman Empire 29 B. C.-476 A. D.

1. Reign of Augustus Caesar 31 B. C.-14 A. D.
Extent of Empire.
Public works—theatres.
baths.
temples.
aqueducts.
Golden Age of Literature.
Poets—Virgil.
Ovid.
Horace.
Historians—Caesar.
Livy.
Sallust.
Tacitus.
Orator—Cicero.
Birth of Christ.

2. Conquest of Britain.

3. Reign of Nero 54-68 A. D.
   Burning of Rome.
   Persecution of Christians.
4. Reign of Titus 79-81 A. D.
   The Colosseum and Titus Arch.
   Destruction of Pompeii, etc.
5. The Five Good Emperors 96—180 A. D.—Nerva.
   Trajan.
   Hadrian.
   The Antonines
6. Military despotism 192-284 A. D.
   25 Emperors set up and dethroned by army.
7. Reign of Diocletian.
   Plan of Government.
   Taxation.
   Persecution of Christians.
8. Reign of Constantine the Great.
   Reorganization of the Empire.
9. Barbarian Invasions.
   Goths.
   Alaric the Goth.
   Burgundians.
   Franks.
   The Huns under Attila.
   Battle of Chalons.
   Vandals under Genseric.
   Jutes Angles and Saxons in Britain.

Fall of Western Roman Empire 476 A. D.
Romulus Augustus deposed by German Odoacer.

Causes of the Fall:—

a. Degeneracy of Romans.
b. Decline of power of Rome.
c. Division of Empire by Theodosius 395 B. C.
d. Weakening of the military.
e. Invasions of Barbarians.

10. Roman Religion—Gods.
    Sacred Colleges.
11. Roman Architecture.
12. Social Life.

ROMAN HISTORY.

1. Locate on an outline map the early peoples of Italy.

2. What are the three divisions of Rome's political history? What was the development under the Kings?

3. What were the causes and results of the Secessions of the Plebeians?

4. What was the work of the Decemviri?

5. Tell the story of Rome's conquest of Italy.

6. How did Rome maintain her authority in conquered territory?

7. Compare Rome and Carthage before the Punic Wars.

8. What were the results of the first Punic War?

9. Trace briefly the career of Hannibal. What was the significance of the battle of Metaurus?

10. How did Rome justify the third Punic War?

11. What were the general results of Rome's conquests?

12. What were the reforms of the Gracchi? Why were they necessary?

13. What events gave Pompey his opportunity?

14. What were the results of Caesar's conquests in Gaul?

15. What were the cause and result of the strife of Caesar and Pompey?

16. What was the course of events for the second triumvirate?

17. What were the important struggles in the period of civil strife 146-29 B. C.?

18. How was Britain brought under Roman control?

19. What characterized the Golden Age of the Roman Empire?

20. Why are the "Five Good Emperors" so called?

21. Why did Nero persecute the Christians? Why did Diocletian persecute the Christians?

22. What was the government of the Roman provinces?

23. What was Diocletian's plan of government?

24. What was the importance of Constantine's work?

25. Trace the Germanic invasions of the 4th and 5th centuries.

26. What were the causes of Rome's downfall in fifth century?

27. What was the social life of the Romans?

THE MIDDLE AGES.

1. Settlement of Teutonic Tribes.
2. Conversion of the Barbarians.
3. Roman Empire in the East.
   Reign of Justinian.
4. Rise and spread of Mohammedanism.
5. Charlemagne and restoration of Western Roman Empire.
6. Feudalism and Chivalry.
   Life in Mediaeval Castle.
7. Norman Conquest of England.
8. The Crusades—purpose.
   Causes.
   Results for Europe.
9. Supremacy of the Pope.
   Reforms of Pope Gregory VII.
   Investiture Conflict.
   The Great Schism.
10. Mediaeval towns and the Hanseatic League.
11. The Renaissance.
12. English Magna Charta and First House of Commons.
13. Hundred Years War.
   Effects upon France and England.
14. War of the Roses.

THE MIDDLE AGES.

1. What was the work of Theodoric the Ostrogoth?

2. Who was Justinian the Great? What was his claim to title Great?

3. Name and locate the Teutonic tribes in Europe in 6th century.

4. How was Christianity spread among the Teutonic Barbarians?

5. What was the origin of Mohammedanism? How was its teaching extended?

6. What was the origin of Feudalism? Describe a feudal castle.

7. Tell the story of the Norman conquest of England.

8. What were the purpose, causes and results of the Crusades.

9. What was the authority and influence of the Pope through the Middle Ages.

10. What was the Babylonian Captivity of the Popes and the Great Schism?

11. What were the mediaeval guilds?

12. What was the Renaissance?

13. What was the great work of each of the following? Savonarola, Michael Angelo, Raphael, Gutenburg.

14. What were the great principles of the Magna Charta?

15. What were the effects of the Hundred Years War?

16. What was the work of Joan of Arc?

17. How did the war of the Roses effect the political history of England?

AGE OF REFORMATION.

Causes of the Reformation.
The work of Luther.
The reign of Emperor Charles V.
The Tudors and the English Reformation.
    The Papacy and Henry VIII.
    Creed and Ritual under Edward VI.
    Reaction under Mary.
    Protestantism under Elizabeth.
The Rise of the Dutch Republic.
The Huguenot Wars in France.
        Causes.
        Massacre of St. Bartholomew.
        Edict of Nantes.
The Thirty Years' War.
    Causes.
    Results for Germany.
    Results for Europe.
        Peace of Westphalia.

AGE OF REFORMATION.

1, What were the conditions that made the reformation inevitable?

2. What was the significance of Luther's work?

3. What prevented Emperor Charles V from crushing the Lutherians?

4. Trace the growth of Protestantism in England during the Tudor period?

5. Write briefly of Wolsey, Wiclif, Crammer, Philip II of Spain and his relations with England.

6. Tell the story of the Rise of Dutch Republic.

7. Who were the Huguenots, name their leaders?

8. What was the Massacre of St. Bartholomew, causes and results?

9. What were the results of the Thirty Years War for Europe?

10. What were the effects of the Thirty Years War on Germany development?

11. What was the peace of Augsburg and the Ecclesiastical Reservation.

12. What was the edict of Nantes?

ERA OF POLITICAL REVOLUTION.

Absolute Government of Louis XIV.
The French Revolution.
- Causes:—
  - Abuses and extravagances of Bourbon Court
  - Condition of the mass of the people.
  - Unjust privileges of nobles and clergy.
  - Influence of American Revolution.
- France under
  - The States General 1789.
  - The National Assembly.
  - The Legislature Assembly.
  - The National Convention.
  - The Directory.
- The Consulate and the Empire.
  - Career of Napoleon.

France after Congress at Vienna.
Absolutism of Stuarts in England.
English Revolution.
Russia:—Time of Peter the Great.
After Congress of Vienna.
Russo-Turkish War.
Revolution in Poland.
Crimean War.
Russo-Turkish War.
Treaty of Berlin 1878.
Russian Revolution 1905.
Trans-Siberian Railway.
Russo-Japanese War.
Prussia under Frederick the Great.
Unification of Germany.
Work of Bismarck.
Liberation and Unification of Italy.
Victor Emmanuel II.
Count Cavour.
Garibaldi.
Great Britain in Nineteenth Century.
Reforms.
Colonial Empire.
Boer Wars.
The Hague Conference.
The Governments of the World to-day.

ERA OF POLITICAL REVOLUTION.

1. What was the ambiton of Richelieu for Louis XIII?
2. What was the condition of France under Louis XIV?
3. What were the causes of the French Revolution?
4. Name the great leaders of the French Revolution?
5. Trace the changes in the legislature from the States General to the Directory.
6. Tell the story of Napoleon.
7. What was the work of the Congress of Vienna?
8. What were the results of the Absolutism of the Stuart Kings in England?
10. What do we mean by the "Divine Right" of Kings, and by the term "Balance of Power" for Europe?

12. What did Peter the Great do for Russia?
13. What was the Treaty of Berlin 1878?
14. How has Trans-Siberian Railway effected history?
15. What does Bismarck stand for in history?
16. What was the work of Victor Emmanuel II and Cavour?
17. What is the extent of the British Empire?
18. What was the Hague Conference?

AMERICAN HISTORY.

I. Period of Discovery and Explorations.

1. Causes.
   a. Conditions in Europe.
2. Explorers.
   A. Spanish.
      a. Columbus.
         West Indies.
      b. Balboa.
         Pacific.
      c. Ponce de Leon.
         Florida.
      d. De Soto.
         Mississippi.
      e. Cortez.
         Mexico.
   B. Italian.
      a. Americus Vespucius.
   C. Portuguese.
      a. Magellan.
         Voyage around the world.
   D. English.
      a. The Cabots.
         (1) North America and Labador.
         (2) Coast of North America.
      b. Sir Francis Drake.
         Voyages.
      c. Sir Walter Raleigh.
   E. French Explorers.
      a. Cartier.
         Gulf of St. Lawrence.
      b. Champlain.
         Quebec.
      c. La Salle.
         Louisiana.

F. Dutch.
a. Henry Hudson.
Hudson river.
G. Claims of various nations.

II. Settlements in America.
1. Causes of Immigration.
2. English Colonies.
A. Virginia.
(1) Jamestown.
(2) Character of settlers.
(3) Government.
B. Pilgrims.
(1) Colony at Plymouth.
C. Puritans.
(1) Boston and Salem.
(2) Connecticut.
(3) New Haven.
(4) New Hampshire.
(5) Rhode Island.
D. Character of Settlers.
E. New England Confederation.
F. Government.
G. Maryland.
H. Carolinas.
I. Georgia.
J. Quakers.
(1) Pennsylvania.
(2) New Jersey.
(3) Delaware.
K. Government in Colonies.
3. Dutch Settlements.
A. Albany.
B. Wallabout.
C. New Amsterdam.
4. French Settlements.
5. Differences between French and English Settlers.
6. Indians.
A. Tribes and distribution.
B. Manner of life.
C. Religion.

III. Colonial Period.
  1. French and Indian wars.
    A. Causes.
      (1) Trouble between northern countries.
      (2) Disputes over trade.
      (3) Ohio territory.
    B. Objective points.
      (1) Fort Duquesne.
      (2) Arcadia.
      (3) Crown Point.
      (4) Niagara.
      (5) Quebec.
    C. Results.
      (1) Treaty of Paris.
  2. Life in Colonial times.
    A. Social.
    B. Industrial.
    C. France and communication.
    D. Education.
    E. Religion.
    F. Government.
  3. English colonial policy.
    A. Restriction of commerce and manufacturing.
    B. Revenue laws.
      (1) Townshand laws.
      (2) Writs of Assistance.
      (3) Mutiny Act.

IV. Revolutionary War.
  A. Causes.
    A. Taxation without representation.
  B. Beginning of war.
    (1) Battle of Lexington.
    (2) Declaration of Independence.
  C. War in Middle States.
  D. French alliance.
  E. French in South.
  F. War on Sea.
    (1) John Paul Jones.
  G. Close of War.
    (1) Treaty of Peace.
  H. Results of War.

V. Making of constitution.
  A. Articles of Confederation.
    (1) Weakness of Congress.
  B. Constitutional Convention.
    (1) Plans for government.
    (2) Compromises.
    (3) Ratification of constitution.
      (1) Rise of parties.
  C. First election.

VI. Growth of territory to present time.
    (1) Louisiana Purchase.
    (2) Florida Purchase.
    (3) Texas annexation.
    (4) Oregon Boundary.
    (5) Territories of New Mexico and California and Mexican War.
    (6) Gadsden Purchase.
    (7) Alaska Purchase.
    (8) Hawaii.
    (9) Porto Rico.
    (10) Tutuila.

VII. Economic questions.
  (1) Hamiltons Financial Measures.
    A. National Bank.
    B. National Debt.
  (3) Independent Treasury.
  (4) Tariff.

VIII. Second war with England.
  (1) Causes.
  (2) War along Canada frontier.
  (3) War on Atlantic coast.
  (4) War Gulf States.
  (5) Treaty of Ghent.
  (6) Results.

IX. Monroe Doctrine.

X. Slavery Question.
  (1) Origin.
  (2) Ordinance of 1787.
  (3) Convention of 1787.
  (4) Missouri Compromise.

(5) Wilmot Proviso.
(6) Compromise of 1850.
(7) Kansas Nebraska Bill.
(8) Dred Scott Decision.

XI. Civil War.
(1) Causes.
(2) Advantages of both sides.
(3) Attitude of foreign nations.
(4) Events in War.
A. Opening of Mississippi River.
B. Invasion of North.
C. Sherman's March.
D. Richmond.
(5) Results.
A. Question settled by war.

XII. Reconstruction period.
(1) Readmission of states.
(2) Disorders in South.

XIII. Economic progress.
(1) Population.
(2) Immigration.
(3) Growth of cities.
(4) Money question.
A. Silver coinage.
B. Green backs.
(5) Manufactures and Commerce.
(6) Inventions and discoveries.
(7) Literature.

XIV. Spanish War.
(1) Cause.
(2) Important events.
A. Manila.
B. Cape Verde Squadron.
C. Santiago.
D. Porto Rico.
(3) Peace.
(4) Results.

XV. Influence of U. S. on world diplomacy.
(1) Opening of East.
(2) Attitude toward South American colonies.
(3) Hague Tribunal.
(4) Second Peace Conference.

QUESTIONS FOR AMERICAN HISTORY.

1. What were the conditions in Europe in the 15th century favorable to voyages of discovery?

2. How had Turkish conquests effected the eastern trade of Europe?

3. What nations of Europe took part in exploring and settling the New World? Name some explorers from each nation.

4. What were the territorial claims of European nations in America?

5. What was the purpose of settlement and the character of early emigrants in New England? In Virginia? In New France? In Mexico?

6. Tell the story of the Jamestown Colony—colonists, industries, government.

7. What colonies were settled by Puritans? Tell the story of Plymouth.

8. What incidents led to the founding of Rhode Island?

9. What was the New England Confederacy?

10. What was the purpose of the Dutch colonists in America? What became of their colonies?

11. Where were the French settlements? Compare the French and English colonists.

12. Tell briefly of the North American Indians—mode of living, tribes, religion, relations with colonists.

13. What were the causes of the French and Indian war?

14. Tell briefly of the three campaigns (1) against Du Quesne (2) against Louisburg (3) against Quebec.

15. What were the results of the French and Indian war? (1) geographical (2) political.

16. What industries were developed in New England? In the Southern colonies?

17. Write briefly of social life, modes of travel, schools and colleges and religion of colonial times.

18. What were the Quaker beliefs?

19. What was England's colonial policy that led to the Revolutionary War?

20. Trace the story of the revenue laws—the Stamp Act and Townsend Acts.

21. What was the work of the First Continental Congress?

2. What were the events between the First and the Second Continental Congress? What was the action of the Second Continental Congress?

23. What was the principle in the Declaration of Independence?

24. Tell the story of the Revolutionary war under the three campaigns. (1) Campaign to separate New England from other colonies? (2) The Campaign against Philadelphia. (3) The Campaign against the Southern Colonies.

25. What were the results of the Revolution?

26. What was the Northwest Ordinance of 1787?

27. How did the Articles of Confederation fail as a federal constitution?

28. What was the Constitutional Convention? Leading men of the Convention.

29. How did the convention compromise the questions of the nature of the national government, the representation in Congress, and the control of commerce?

30. What are the general features of the federal government provided by the constitution?

31. How did the U. S. acquire the following territories? 1. Louisiana. 2. Florida. 3 Texas. 4. Oregon. 5. Alaska. 6 Hawaii.

32. How did Hamilton manage the financial problem of the U. S. after the revolution?

33. What is a protective tariff? A tariff for revenue?

34. What were the causes and results of the war of 1812?

35. What is the Monroe doctrine? When has it been applied?

36. How did slavery originate in America? How did it become an issue between the North and the South?

37. What were the Missouri Compromise, the Compromise of 1850, Kansas-Nebraska Bill, Dred Scott Decision?

38. What was the effect of Lincoln's election?

39. What were the real causes of the Civil War and the great results?

40. Compare the resources of the North and South when the war began.

41. Tell briefly of the work of (1) The Army of the Potomac (2) Grant.

42. Upon what plan was the government of the South reconstructed after the war?

43. Tell briefly of the economic progress of the U. S. since the war.

44. What were the causes and results of the Spanish-American war?

45. Tell briefly of the United States as a world power.

HAWAIIAN HISTORY.

1. Physical Geography of Hawaiian Islands.
2. Hawaiian People.
    - Origin and migrations.
    - Classes.
    - Land system.
    - Taxes.
    - Religion.
        - Tabu system.
        - Idols and temples.
        - Medicine men.
3. Ancient History.
    - 13th Century.
        - Conquests of Kalaunuiohua.
        - Continuous cruel wars.
    - 16th Century.
        - Story of Umi.
        - Discovery by Spaniards.
    - 18th Century.
        - Accession of Kalaniopuu.
        - Battle of Sand-hills.
4. Discovery by Capt. Cook 1778-79.
    - Landing at Waimea, Kauai.
    - Visit to Niihau.
    - Effect on natives.
    - Second visit of Capt. Cook.
    - Wailua, Kauai.
    - Kohala, Hawaii.
    - Kealakekua Bay.
        - Cook, God Lono.
        - Quarrels.
        - Death of Cook.
        - Cook's Monument.
5. Period 1780-86.
    - Dissensions on Hawaii.
    - Conquests of Kahikili and Kaeo.

6. Period 1786-91.
   - Fur traders of North West.
   - Chief Kaiana's visit to China.
   - Capt. Douglass' gift to Kamehameha—cannon and ammunition.
   - Trade with foreigners.
     - Centers—Waimea, Kauai; Kealakekua Bay.
   - Olowalu Massacre by Metcalf, Retaliation.
   - Kamehameha's invasion of Maui.
   - Kamehameha's War with Keoua.
   - Kamehameha master of Hawaii.

7. Visits of Captain Vancouver.
   - First 1792—gifts, plants and seeds,
     Refused fire arms.
   - Second 1793—Exchange of gifts with Kamehameha.
     Efforts for interisland peace.
     Renegade white men.
   - Third 1794—Hospitality of Hawaiians.
     Vancouver's influence over Kamehameha.
     Plan for British protection.
     Comparison of Vancouver and Cook.

8. War between Kaeo and Kalanikupule.
   Seizure of Captain Brown's ships.

9. Kamehameha's conquest of Oahu 1795.
   Consolidation of the government.

10. Cession of Kauai 1810.

11. The Sandal wood trade 1810-25.
    - Effects.

12. Death of Kamehameha May 1819.
    - Summary of his work.
      - Union of islands—one government.
      - End of feudal anarchy.
      - Preparation for civilization.

13. Liholiho or Kamehameha II.
    - Kaahumanu as premier.
    - Abolition of idolatry and the tabu.

14. Establishment of American Mission 1820.
    - Story of Kaahumanu.
    - Story of Kapiolani.
    - Outrages by foreigners.
        - Influence for mission.

15. Kamehameha III's rule.
    - Kinau as premier.
    - Progress in Education and religion 1832-42.
    - Progress in Trade and agriculture.
    - The First Constitution 1839.
        - New Laws 1842.
    - Disputes with Consuls.
        - French.
        - British.
    - Embassy to United States and Europe 1843.
        - Recognition of Independence of Hawaii Islands.
    - Organization of government.
        - King and Cabinet.
    - New Treaties with France and Britain.
    - Ten demands of French Consul 1849.
        - Second Embassy to Europe.
    - Constitution of 1852.
    - Proposed annexation to United States 1853-4.

16. Kamehameha IV and Queen Emma.
    - Founding of Queen's Hospital 1859.
    - Anglican Mission established.
    - Public improvements.
    - Inter-Island Steamer 1859.
    - Condition of Agriculture.
    - Schools.

17. Kamehameha V (Lot) 1863-72.
    - Constitution of 1864.
    - Bureau of Immigration 1865.
        - Importation of laborers.
        - Importation of plants, etc.
    - Segregation of Lepers 1865.
    - Public improvements.

18. Period 1873-91.
    - King Lunalilo's administration.
    - Election of Kalakaua.

Reciprocity Treaty with U. S. 1875.
Results for business.
Kalakaua's tour around the world.
Fire of 1886.
Revolution of 1887.
Progress and public improvement.

19. Period 1892-98.

Policy of Queen Liliuokalani.
New constitution.
Committee of Safety.
Provisional government.
Proposed treaty of annexation.
Establishment of Republic.
Insurrection of 1895.
Annexation to U. S. 1898.
Territorial government 1900.

QUESTIONS HAWAIIAN HISTORY.

1. What has been the influence of geographical conditions on the history of Hawaii?

2. Tell briefly of race origin and early migrations of Hawaiians.

3. What was the ancient land and tax system?

4. What was the general influence of the tabu system?

5. Tell the story of Umi.

6. What were the discoveries and influence of Captain Cook?

7. What was the influence of fur traders on Hawaii?

8. How did Kamehameha become master of Hawaii?

9. What was the work and influence of Captain Vancouver in Hawaii?

10. Tell briefly of the war of Kaeo and Kalanikupule.

11. What was Kamehameha's work for Hawaii?

12. Tell about the abolition of idolatry and the tabu.

13. Tell the story of Kaahumanu or Kapiolani.

14. What was influence of outrages of foreigners in different parts of the islands?

15. Trace the development of Education and agriculture.

16. What disputes arose with consuls in 1842?

17. What was the work of the Embassy of 1843?

18. What was the organization of the new government after 1843?

20. Why was the Second Embassy sent to Europe?

21. Write briefly of Queen's Hospital, Anglican Mission, first inter-island steamer, segregation of lepers.

22. What was the importance of the Bureau of Immigration of 1865?

23. What was the Reciprocity Treaty of 1875?

24. Trace the events from the constitution of Liliuokalani to annexation.

25. Give outline of present Territorial government.

ARITHMETIC.

GIVE ORAL DRILLS DAILY FOR THE FIRST TWO OR THREE WEEKS ON THE FOLLOWING POINTS.

(FIVE MINUTE DRILLS.)

Short drill on notation and numeration.
Short drill on Roman notation and numeration.
The terms "sum," "minuend," "product," "quotient," "multiplicand," "difference," etc.
Parentheses, vinculums and precedence of signs.
Cancellation.
Concrete and abstract numbers.
Like and unlike numbers.
Even and odd numbers.
Prime and composite numbers.
Factors and divisors.
G. C. D.
Multiples and dividends.
L. C. M.
Fractions.
Reduction to higher or to lower terms.
Change integers or mixed numbers to improper fractions.
Change improper fractions to whole or mixed numbers.
Change fractions to equivalent fractions having a common denominator.
Addition and substraction of fractions.
Multiplication of fractions.
Division of fractions.
Decimals, notation and numeration.
Change decimal fractions to common fractions and vice versa.
Addition and substraction of decimals.
Multiplication and division of decimals.

TEXT BOOK: PRINCE VI.

FIRST WEEK.

SECTION I.

Decimals.

Page 4, s to x of 5 & 6.
" 6, 4 to 24.
" 7, 4 to 8.

Cancellation.

Page 5, 1 to 4.

Fractions.

Page 5, 5, 19, 23, 28.
" 5, 36, 42, 43, 67, 68.
" 6, 11, 12, 15, 17.
" 7, 8, 9, 10.

Problems.

Page 7,-15, 16, 17, 18, 23, 26.
" 8,-4, 5, 7, 8, 10, 13, 15, 16

SECOND WEEK.

SECTION II.

Mensuration.

Page 9,-1, 2, 3, 4, 5, 6, 7, 10.
" 10,-9, 10, 11, 12, 16, 17, 19, 22.
" 11,-1, 2.
" 12,-1, 2, 5, 6, 8, 9, 10, 12.
" 13,-2, 3, 4, 5, 6, 8, 9, 12.
" 14,-1, 2, 3, 7.
" 15,-1, 2, 3, 4.
" 16,-1, 2, 6, 7.
" 17,-1, 5.
" 18,-1, 3, 7, 8, 9.
" 19,-4, 5, 7, 8.
" 20,-2, 4, 5, 8.
" 21,-7, 8, 9, 13.
" 22,-7, 8, 9.
" 23,-5.

THIRD WEEK.

SECTION III.

Denominate Numbers.

Page 25,-1, 4, 10, 14.
" 26,-4, 18, 24, 26.
" 27,-3, 16.
" 28,-1, 2, 3, 4, 6.
" 29,-13.
" 32,-13, 16.
" 33,-9, 13, 32.
" 34,-11, 12.
" 35,-9, 10.
" 37,-13, 14.
" 38,-5, 6, 10, 13.

FOURTH WEEK.

SECTION IV.

Metric System.

Page 39,-1, 2.
" 40,-1, 2.
" 41,-1.
" 42,-5.
" 43,-1, 3.
" 46,-1.

Percentage.

Page 47,-4, 18.
" 48,-1 to 4, h-j, 5, 13.
" 49,-5, 15, 17.
" 50,-1 to 10-c, 26.

FIFTH WEEK.

SECTION V.

Percentage and Applications.

Page 51,-1, 2, 8.
" 52,-7, 9.
" 53,-3, 14.
" 54,-3, 10.

" 55,-3, 4, 9, 13.
" 56,-1, 5.
" 57,-4, 8.
" 58,-5, 9, 14, 15.
" 59,-2, 9, 10.
" 60,-4, 8, 15.
" 61,-9, 10.
" 62,-15.
" 63,-14, 21, 24, 27.
" 64,-7, 11.
" 65,-28, 29, 31, 33.
" 66,-1, 4, 13, 14.
" 67,-2, 7, 8.
" 68,-3, 11.
" 69,-1, 10.
" 70,-12, 13.

SIXTH WEEK.

SECTION VI.

Business Transactions.

Page 71,-1, 2, 3.
" 72,-1, 2.
" 73,-1, 4.
" 74,-1.
" 75,-2.
" 76,-1, 5-a.

SECTION VII.

Miscellaneous Exercises.

Page 77,-8, 9, 11.
" 78,-4, 10, 12.
" 79,-3, 4.
" 80,-4, 14, 15.
" 81,-10, 11, 12.
" 82,-3, 4, 10.
" 83,-3, 6, 9, 14.
" 84,-1, 6, 10, 12.
" 85,-2, 3, 4, 6, 8, 9, 15.
" 86,-2, 3, 7, 11.

ALGEBRA.

Text Book, Wentworth's Elements of Algebra. Cover the work to Quadratics, Page 196.

FIRST WEEK.

To Page 54.

Emphasize.

Page 12:1-6, 13-21.
" 15:3-8.

Addition and Subtraction.

Page 19:5-10.
" 23:10-15, 28, 30.

Brackets, Braces, Etc.

Page 26:1-12.

Multiplication.

Page 35:22-25, 31, 32.
" 36:44, 47, 50.

Special Rules in Multiplication.

Page 38:7-14.
" 39:23-26.
" 40:1-5.
" 42:1-10.
" 43:1-5.

Division.

Page 51:10-15.
" 52:45-50.

SECOND WEEK.

To Page 73.

Special Cases in Division.

Page 55:1-5, 11-13.
" 56:1-5, 12-14.
" 57:1-5, 17-19.
" 58:1-3.

Simple Equations.

Page 61:1-20.

Problems in Simple Equations.

Page 63:6-8.
" 64:9-12, 15, 18.
" 66:29, 33, 34.

Factoring.

Page 68:1-5.
" 69:1-5.
" 71:1-5.
" 72:1-5.

THIRD WEEK.

To Page 102.

Factoring Continued.

Page 73 Ex. 34:1-5.
" 73 " 35:1-5.
" 74:1-5.
" 75:1-5.
" 77:1-10, 14, 16, 20.
" 78:1-5.
" 79 Ex. 40:1-5.
" 80:1-4.
" 81:1-10.

H. C. F.

Page 89:4-10.
" 96:1-5.
" 97:1-4.

L. C. M.

Page 98:1-5.
" 99:10-15.
" 101:1-4.

FOURTH WEEK.

To Page 137.

Fractions.

Reduce to Lower Terms.

Page 105:1-10.

Change to Integral or Mixed Expressions.

Page 107:1-5.

Change Mixed Expressions to Improper Fractions.

Page 109:1-8.

Reduce to Equivalent Fractions With the Least Common Denominator.

Page 111:1-5.

Addition and Subtraction.

Page 113:1-5.
" 114:1-5.
" 115:1-5.
" 119:1-5.

Multiplication and Division.

Page 123:5-10, 19, 21, 24.

Complex Fractions.

Page 126:1-8.
" 127:1-5.

Fractional Equations.

Page 131:1-12.
" 133:1-4, 8-10.
" 135:1-4.

FIFTH WEEK.

To Page 166.

Problems in Fractions.

Page 137:1-5.
" 138:9, 10.
" 139:15, 16.
" 140:24, 27.
" 141:30.
" 143:43.
" 146:49.
" 147:53, 56.

Simultaneous Equations.

Page 153:1-6.
" 155:1-5.
" 156:1-5.
" 157:1-5.

Three Unknown Quantities.

Page 164:1-10.

SIXTH WEEK.

To Page 196.

Problems Producing Simultaneous Equations.

Page 167:1-6.
" 168:7-9.
" 170:17, 18.
" 171:24.

Involution.

Page 183:1-10.

Evolution.

Page 187:1-5.
" 192:1-5.
" 195 Ex. 81:1-10.
" 195 Ex. 82:1, 3, 5.

GEOMETRY.

Text Book, Wentworth's Plane Geometry.

Cover Four Books.

Students should be able to describe and illustrate: horizontal, vertical, || and ⊥ lines; straight, broken and curved lines.

Rt., acute, obtuse, st. ∠s; vertical, adj., comp., sup. ∠s; also combinations of the foregoing, such as comp.—adj. ∠s; comp. ∠s not adj.; adj. ∠s not comp.; sup.-adj. ∠s; sup. ∠s not adj. etc.

Students should be *perfectly familiar* with these terms and their definitions; axiom, theorem, construction, problem, proposition, corollary, hypothesis, conclusion, proof, plane surface, plane figure; similar, equivalent and congruent figures.

Students should be able to form the converse, the opposite and the contradictory of any theorem. They should know *perfectly* all the symbols and abbreviations given on page 6. They should learn page 8, sections 47, 48, 49; page 10, sections 60 and 61.

BOOK I.

Emphasize propositions 4, 5, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 39, 40; also the definitions on △, pages 30 and 31; on quadrilaterals, pages 47, 48; on polygons, page 56 and 57.

BOOK II.

Emphasize the definitions on the ⊙, pages 75 and 76, and propositions 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17, also 21-38.

BOOK III.

Emphasize the definitions on page 135, and propositions 1-18, 20, 27, 28, 32, 33, 36, 37, 38, 39, 41.

BOOK IV.

Emphasize propositions 1, 2, 3, 4, 5, 6, 10, 11, 12.

MUSIC.

PRIMARY.

1. How many kinds of accent are there?

What is the time from one strong accent to the next strong accent called?

3. What is the time from any accent, strong or weak, to the next called?

4. What are the accents in two pulse time?
What are the accents in three pulse time?
What are the accents in four pulse time?
What are the accents in six pulse time?

5. How is the half pulse, quarter pulse, and three quarter pulse written?

7. How is the continuation of a tone through more than one pulse written?
How is a silence indicated?

8. What does a brace show?

9. What mark shows the end of a tune or exercise?

10. Give the meaning of pp—p—m. f—ff. cres. Dim. Legato. Staccato. D. C., D. S. and Fine?

11. In what order are the tones of the major scale taught in the Tonic Sol-Fa method?

12. How are these tones represented to the eye?

13. What is the governing tone of the scale called?

14. What is a key?

15. How many different pitches may the major scale be sung in?

16. How shall you find the pitch of a song?

17. How are octaves indicated in Tonic Sol-Fa?

18. What is an interval?

19. Doh to Me is what interval.
Doh to Sol is what interval.
Doh to Doh is what interval?

20. What are the tones de re fe and se and le?
What are the tones ra ma sa la ta?

21. Pitch Eb from the tuning fork?
Pitch Bb from the tuning fork?

22. Sing the tones of the Tonic Chord.
Sing the tones of the Dominant.
Sing the tones of the Subdominant?

23. Name the sounds of a two pulse phrase after hearing them sung three times.

24. Give the hand signs for the tones of the scale.

25. Point on the modulator a three pulse phrase.

26. Sing the exercises on pages 4, 10 and 21 of book III Tonic Sol-Fa Music Course.

27. Translate into staff notation Ex. 67, book II Tonic Sol-Fa series.

28. Explain $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{8}$ time.

29. Sing a simple melody in staff at sight.

30. What is the average range of a child's voice?

GRAMMAR GRADES.

1. Name the regular succession of tones in the Diatonic Scale?

2. How is the Diatonic Scale constructed?

3. Build the scale of D on the Modulator, and write it in Staff Notation, also the Tonic, Dominant and Subdominant Triads in the same key.

4. Write the signature of Keys F, B, D, Bb in both the G and F cleff and the Tonic, Dominant and Subdominant Triads of each Key.

5. Write the Chromatic scale.

6. Write a phrase of from seven to ten sounds after hearing it sung three times.

7. (a) Draw a whole, half, quarter and eighth note.
(b) Draw a whole, half, quarter and eighth rest.

8. Explain the dotted note.

9. Give "Rule One" showing the relative position of Doh, Me, Soh on the staff.

10. Give "Rule Two" showing the relative position of octaves on the staff.

11. What interval is Doh to Me?
What interval is Doh to Soh?
What interval is Doh to Doh?

12. What is the meaning of the terms Allegro? Andante? Moderate?

13. What is the meaning of the term Forte? Rall? Dini? Cres?

14. What does the time signature indicated?

15. Explain the Tie, the Repeat, the Slur, Da Capo and Dal Signo.

16. Sing at sight a melody, containing one or more Chromatics.

17. Explain the Minor Scale.

18. Sing the Harmonic and Melodic form of E Minor.

19. Write G Minor in the Harmonic form and the Tonic, Dominant and Subdominant Triads.

20. Bring an example of a melody written in the minor.

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